

**IMPROVING STUDENTS' READING COMPREHENSION
THROUGH STUDENT TEAMS- ACHIEVEMENT DIVISIONS (STAD)
AT SMAN 1 KARANGANOM KLATEN
IN THE ACADEMIC YEAR OF 2011/2012**

A THESIS

**Presented as Partial Fulfillment of the Requirements to Attain a *Sarjana*
Pendidikan Degree in English Language Education**



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2013**

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri dan sepanjang pengetahuan saya tidak berisi materi yang dipublikasikan atau ditulis orang lain atau telah digunakan sebagai persyaratan penyelesaian studi di Perguruan Tinggi lain kecuali pada bagian bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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MOTTOS

“ There is a victory after patience, a solution after a problem, and ease after difficulty” (H.R. Tirmidzi)

Just for ~~ALLAH~~ we give our prayer and just to
HIM we beg a help
(QS. Al-Fatihah: 05)

DEDICATIONS

I lovely dedicate this thesis to:

 **ALLAH...**

 **My beloved father and mother**

For their endless love, prayers, and patience which have been enlightening every piece of moment of my life

 **My sisters and brothers in law**

Thank you all for your never ending prayers, love, and support. I am so sorry for waiting too long.

 **My niece and nephew**

Thank you for beautiful moments. I really love you.

 **My friends**

Thank you for your prayers and spirit in every moment.

ACKNOWLEDGEMENTS

Alhamdulillah Robbil 'aalamiin and praise be to Allah SWT who has given me remarkable blessing and strength so that I could finish this thesis. In this opportunity, I would like to thank all of those who have supported and guided me in the process of writing this thesis.

With regards to this, I would like to take this opportunity to express my deepest and sincere gratitude to

1. my first and second consultants, Dr. Margana, M.Hum, M.A and Siwi Karmadi, M.Hum who have guided and encouraged me during the process of writing this thesis with all their patience,
2. the headmaster of SMAN 1 Karanganom, Klaten, for giving me permission to conduct the research at his school and all the teachers and administrative staff members at the school,
3. the English teacher of Class X.A of SMAN 1 Karanganom, Klaten, Ibu Endang Kusnowati, S.Pd, for her permission, guidance, and assistance in the implementation of the actions,
4. all the students in Class X.A of SMAN 1 Karanganom, Klaten in the academic year of 2011/2012 for their hard work, cooperation, friendliness, and help in being the data source,
5. my parents, who have never stopped praying for my success, for their love and spirit to me,
6. my sisters (Mbak Wiwin and Mbak Tutik), and my brothers in law (Mas Widhi and Om Ozan), thanking them a lot for giving me the best life experience, for their prayers, love, and support,
7. my big family in KM Al Huda FBS UNY, admitting that we have always shared in the same struggle and thanking them for showing me this way,
8. my big family in JAMAICA (Jaringan Mahasiswa Islam Klaten), Akh Avinda, Mbak Fatma, Mbak Wulan, Heni, Tari, Triana, Akh Andy, and Akh Andika,

admitting that I really miss them all and there are no other words I can say except always be my family,

9. my Tasniimers (Aish, Tety, Nisa, Mbak Sry, Tika, Novi), thanking them for coloring my life,
10. my little family (dr. Murti, Bu Har, Bu Tatik, Bu Tari, Bu Siti, Mbak Hermin, Mbak Wati, Mbak Ari, Mbak Rini), Imtiyaz, Tsabithah and my big family in Ibnu Sina thanking them for their prayers, support and love,
11. my sisters and brothers of '05 (Putri, Baso, Santi, Zanu, Luchi, Mbak Nunik, Wuri, and Ira), thanking them for giving me millions of support, love, hope, and prayer,
12. with many thanks to everyone else whom I cannot mention one by one.

Finally, I realize that this thesis is still far from being perfect, even though it is the result of hard work with all the difficulties going with it. However, no matter how small it is, it is hoped that this thesis would have some contribution and use.

Yogyakarta, February 2013

Ayuk Wahyuningsih

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ABSTRACT

IMPROVING STUDENTS' READING COMPREHENSION THROUGH STUDENT TEAMS-ACHIEVEMENT DIVISION (STAD) AT SMAN 1 KARANGANOM, KLATEN IN THE ACADEMIC YEAR OF 2011/2012

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This study is action research aimed to improve the English reading comprehension ability of students at the tenth grade of SMAN 1 Karanganom, Klaten in the academic year of 2011/ 2012.

This study involved the English teacher, the school principal and the students of grade XA. In reference to the preliminary observations and interviews, there were some problems related to the reading teaching and learning process such as students' difficulties in comprehending the English texts, the students have difficulties in understanding the teacher's explanation. After identifying the feasible problems, the researcher focused on improving the teaching strategies. Therefore, the efforts made to solve those problems were implementing Student Teams-Achievement Division (STAD). The data of this study were qualitative and quantitative. The researcher collaborated with the English teacher in implementing the actions. The data of this study were mostly qualitative although there were some quantitative data. The qualitative data were obtained by observing the teaching and learning process during the implementation of the actions, interviewing students, and holding discussions with the English teachers. The data were in the form of field notes and interview transcripts. Meanwhile, the quantitative data were gained by assessing the students' reading comprehension through the reading tests.

The results of this study show that the implementation of STAD in the reading class is believed to be effective to improve students' English reading comprehension ability. This implies that the implementation of STAD gives positive effects on improving students' performance and achievement in the teaching and learning process. It can be shown by the improvement scores of pre-test and post-test from 58.4 to 71.1. This implies that the implementation of STAD gives positive effects to the improvement of students' performance and achievement in the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Study

Language has an important role in developing students' intellectual, social, and emotional competence. It is auxiliary medias to learn all subjects. Language learning enables students to get knowledge and information by reading texts. In addition, it can help them give a piece of mind, find, and use the analysis and imaginative capabilities in themselves. English in Indonesia is an obligatory subject taught in senior high school.

English is an important subject that should be learned by students. It consists of four skills that are reading, listening, speaking, and writing. The emphasis of English teaching and learning is on developing students' four related language skills. The four language skills should be taught integratively. Reading is one of the English skills which is important for students in the teaching and learning processes. It means that this skill must be taught well. Reading should receive a special focus on the English teaching and learning process since it gives much contributions in the development of the productive skills such as speaking and writing.

Based on School-Based Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*, reading is one of the basic skills that becomes the major focus in English teaching and learning in Indonesia. Students especially at senior high school need to understand and comprehend English texts in order to get more

information and knowledge. Moreover, most of the English test consists of reading text that should be done by the students.

The teaching and learning activity at the senior high school give emphasize to reading skills. It is because reading comprehension is very important to master since many beneficial texts are written in English. Besides, the reading skill is tested in the national examination. The students have to master the skill of reading comprehension more than other skills to face the national examination.

However, reading comprehension is not a simple matter for the 10th grade students of SMAN 1 Karanganom. They had difficulties in comprehending English texts. Based on the preliminary research, there were some causes influence the text comprehension. The first reason is the English teachers of SMAN 1 Karanganom found that the students had poor English vocabulary. It made the students have difficulties in understanding English texts. The practical strategies for improving the reading of a foreign language are focused on the area of vocabulary. The ability to master the vocabulary influences the ability in understanding the grammar of English.

In reference to the preliminary research, the second reason is that the material unpleasant and uninteresting for the students. The teacher only used the material from a textbook and *LKS (Lembar Kerja Siswa)*. She does not use the other resource to enlarge the material. Besides, the teaching technique was also monotonous because the teacher's style in teaching was teacher-centered.

In this study, the researcher intends to find a way to improve reading comprehension. Student Team Achievement Division abbreviated as (STAD) is

an effort to improve reading comprehension of the first grade students of Senior High School. STAD is type of cooperative learning where a team consists of four or five students with different of academic level, background, gender and ethnic. A teacher presents the material and then students work in a team to ascertain that all of team members comprehend the material. In the end of teaching and learning process, students are given a quiz about the material.

B. Identification of the Problem

The preliminary observation reveals three problems influencing the success of teaching and learning process. They are the teachers, the students, and the learning materials.

The first problem is related to the English teacher. Ideally, the teacher does not only focus on doing the LKS but also the other resources. English teacher does not only depend on a textbook but they can also use anything else as long as it is in English and useful to teach reading comprehension. The teacher did not use various techniques to attract the students attention. She just asked the students to read aloud the text. Then, she asked them to answer the questions based on the text. She was not aware whether the students could comprehend the text or not.

The second problem is related to the students. Some of the students talked to their friends and they did not pay attention to the teacher when she was explaining. They used to make noise in the teaching and learning process. Moreover, they had poor vocabulary and grammar mastery. It made them have difficulties to comprehend the text. Most of them also felt shy to answer the

questions given by the teacher. They never read another English text like newspaper, recipe, letter, etc.

Thirdly, the material is not interesting and familiar for the students. The material is from the textbook and LKS (*Lembar Kerja Siswa*). It is not developed periodically. In addition, the topic of the text is not interesting for the students.

C. Limitation of the Problem

Due to the wide problems, this research focuses on the technique to improve students' reading comprehension. Based on the discussion with the English teacher, STAD is considered as an appropriate technique to motivate the students to comprehend English text. This method will increase the activity of teacher and students in the teaching and learning process. The teacher can change the method from teacher-centered to student centered.

This research is held in SMAN 1 Karanganom. It is because SMAN 1 Karanganom is the second favorite school at Klaten. The students' achievement in past examination is good because all students past. But then, most students get the average of English achievement under *KKM (Kriteria Ketuntasan Minimal)*. Besides, the students' reading comprehension is low.

The problem in this study focused on the actions that should be conducted to improve students' English reading comprehension in Class X A at SMAN 1 Karanganom in the academic year of 2011/2012. It is the favorite class in this school but the average of English grade achievement is still low.

D. Problem Formulation

Based on the limitation of the problem, the problem of the research is formulated into “How can the implementation of STAD improve reading comprehension of the 10th grade students at SMAN 1 Karanganom, Klaten in academic Year 2011/2012?”

E. The Objectives of the Study

Based on the problem formulation, the objective of the research is to improve the students’ reading comprehension through STAD at 10th grade students at SMAN 1 Karanganom, Klaten in academic Year 2011/2012.

F. Significance of the Study

The research findings are expected to have theoretical and practical significance.

1. Theoretical Significance

It is expected to give information about the use of STAD as a technique to improve students’ reading comprehension.

2. Practical Significance

The result of this study is expected to give a great contribution to the following:

a. English Teacher of SMAN 1 Karanganom, Klaten

It is expected to be a consideration for the teacher in determining a technique to support the teaching and learning processes, especially reading skill.

b. SMAN 1 Karanganom, Klaten

It is expected to give a positive input for getting information of students education quality. The formulation of STAD can be applicable to other subject at this school. Besides, it is expected to make students enthusiastic especially in reading English text.

c. The Students

Practically, it enables students to get new experience in improving their reading comprehension ability through STAD. It can be used as a new activity in doing tasks to improve the students' reading comprehension in the English learning and teaching activities.

d. Other Researchers

The results of the study are expected to give information about the use of STAD to improve students' reading comprehension. Moreover, the results of the research can give clear and useful knowledge in the implementation of this formulation to improve reading comprehension.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

This chapter presents the theoretical framework and the conceptual framework. Each presented below.

A. Theoretical Review

1. Reading Comprehension

a. Definition of reading and reading comprehension

There are some definitions of reading. According to Brown (2004: 189), reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reaches their understanding about the meaning of the texts they read. It implies that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

In line with Brown, Celce-Murcia (2001: 154) views reading as an interactive process. It involves a text, a reader, and a social context in which the reading process occurs. She says that the transaction includes the reader's acting on interpreting the text. This implies that the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading are influenced the reader's interpretation about the text.

Meanwhile, Alderson (2000:28) defines reading as an enjoyable, intense, private activity, from which much pleasure can be derived, and in which one can become totally absorbed. Reading means different things to different people, for some it is recognizing written words, while for others it is an

opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that people do every day. It is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do.

Reading is very important for us, we can improve our language skills such as writing, vocabulary, speaking and listening. According to Mickulecky (1996:1) reading is one important way to improve students' general language skills in English as follows:

- 1) Reading can enlarge students' English vocabulary
- 2) Reading can improve students' writing
- 3) Reading may be a good way to practice students' English in non-English-speaking country
- 4) Reading can help students prepare for study in an English-speaking country
- 5) Reading is good way to find out about new ideas, facts, and experiences

In addition, Nunan (2003: 70) gives another definition that reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. The similar definition stated by Nunan (1999: 249) believes that reading involves processing the authors' ideas that are transmitted through language. He states that reading is an interesting process, in which the reader constantly shuffles to find the meaning and ideas of a written or printed text and mix it with his/her previous knowledge to build a new idea.

Reading comprehension activities should be suited to the texts and to one's reasons for reading them. It is essential to take into account the author's

point of view, intention and tone for a full understanding of the text. This may be covered by open questions, multiple-choice question, right or wrong questions, etc.

Related to reading comprehension, Lenz (2005: 1) states that reading comprehension is the process of constructing meanings from the text. It means that the reading comprehension process involves the readers' ability to make a relationship between their background knowledge and their purpose of reading with the meanings of the text. Finally, its process results a meaning of the text which is being understood by the readers.

Meanwhile, Brown (2001: 306) describes strategies for reading comprehension. Those are identifying the purpose in reading, using graphic rules and patterns, scanning the text for specific information, using semantic mapping or clustering, analyzing vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers to process relationship. All of those strategies of reading comprehension can be implemented in the reading class in order to help the students to get ways for reading a text systematically

In addition, Pressley (2000: 1) clarifies that comprehension skill requires recognition of individual words to the understanding of sentences in paragraphs as a part of much longer text. In this stage, the readers need to make a connection between all parts of the text from the simplest form (a letter) to the complex one (text as a whole) before getting the entire meanings or messages of the text.

From the definition, it can be concluded that reading involves some processes that are used to get meaning from a written text. When people read a

text, they think and try to carry out meaning. The meaning is in the reader's mind. It makes possible for the reader to have different meanings with other readers even they can gain new meaning from the text.

b. Factors Affecting Reading Comprehension

Reading is a complex cognitive process of decoding symbols for the intention of deriving meaning and constructing meaning. It means language acquisition, communication, sharing information and ideas. According to Snow (2002: 11) proposes three elements of reading comprehension. They are the reader, the text, and the activity. The reader brings his or her cognitive abilities (attention, memory, critical ability, inferencing, visualization); motivation (a purpose for reading and interest in the content); knowledge (vocabulary and topic knowledge, linguistic and discourse knowledge, comprehension strategies); and experiences. These are varying among readers and varying within the readers which understanding different text types or in the different reading activity.

In line with Hafner, Klinger, Vaughn, and Boardman (2007: 8) state that reading comprehension involves much more than readers' responses to text. It is a complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types, and so on).

The theories above imply that reading comprehension is not a single matter. It is affected by some factors such as the reader's intelligence and background knowledge, the technique and strategy used, and the features of the

texts. All of those factors relate each other in influencing the reader's reading comprehension ability.

2. English Teaching and Learning

The theories of English teaching and learning take on great importance in the second language learning. The understanding towards the concept of teaching and leaning may underlie the success of English teaching and leaning process. Therefore, the following presents a discussion on the concept of teaching and learning.

Richards (2001: 16) states that English is a foreign language because students study English as a formal subject in their school but had no immediate need for it outside of the classroom. Meanwhile, teaching is clearly defined by Brown (2000: 7). He explains that teaching is guiding and facilitating learning, encouraging the learners to learn, and setting the condition for learning. Supporting this definition, Kimble and Garmezy in Brown (2000: 7) define teaching as showing or helping someone to learn how to do something, giving instruction to someone, guiding someone in the study of something, providing someone with knowledge, and causing someone to know or understand it.

Meanwhile, learning refers to getting of knowledge as a skill through study, experience, or instruction. In a more specific definition, Kimble and Garmezy in Brown (2000: 7) state that learning tends to be a change of behavior. It is the result of reinforced practice. This definition suggests that the learning process can be conducted through many ways of practices which lead the learners to change their behaviors relatively.

In addition the definitions of learning, Brown (2000: 7) proposes that learning is acquisition or “getting”, keeping of information or skill which implies storage systems, memory, and cognitive system, involving active, conscious focus and acting of someone toward events inside or outside her/ him, relatively lasting but something which is easy to forget, involving some forms of practice, perhaps reinforced practice, and a change in behavior.

Those concepts of learning show that in the learning process, the learners get information or skills through some steps and forms of practices. In its process, there are many aspects involved such as the memory, behavior, and cognitive aspect. All of those aspects connect each other in determining the process of learning.

In relation to English teaching and learning, Brown (2000: 1) suggests that language learning is not a set of easy steps that can be designed in a quick individual activity. It needs total commitment, total involvement, total physical, intellectual, and emotional response in the process of sending and receiving messages in a second language. In other words, second language learning is affected by various factors such as first language, a new way of thinking, feeling and acting toward the new language.

The teaching of English in Indonesia is in a context of English as a foreign language because it is not the first language in students' daily life. They use English only in the classroom when English teaching and learning process, but outside their classroom, they do not use it to communicate with people around them.

However, an understanding toward the theory of teaching and learning is important in the second language learning because it underlies everything that happens in the classroom. This understanding is considered as a set of knowledge and principles enabling teachers, as “technician” in the classroom to diagnose the needs of students, to treat students with successful educational techniques, and to evaluate the outcome of those treatments (Richards and Renandya, 2002: 11).

In reference to the theories above, the process of language teaching and learning is not only the process of transferring knowledge from the teacher to students. In fact, it involves various factors which influence the effectiveness of language teaching and learning process. Some of those factors are the teacher, students, the background knowledge, and the teaching method and strategies. In other words, an understanding toward the concept of language teaching and learning will be essential to determine the success of language teaching and learning in the classroom.

a. Teaching English as a Foreign Language

Richards (2001: 216) states that language is taught as a whole and not through its separate components. The students are taught to read and write naturally and pleasantly, with a focus on real communication. It means that teaching reading cannot be separated from other language skills, writing, listening, and speaking. They support each other in improving language skills.

Brown (2001: 7) states that teaching is guiding and facilitating learners to enable, learn, and set condition for learning. Teaching reading then, is guiding and facilitating learners to read, enabling the learners to learn reading, and setting

condition for learners to read. He states that English is increasingly used as a tool for interaction among non-native speakers. He adds that most of English language teachers across the globe are nonnative English speakers. It means that their language is not monolingualism, but bilingualism. Instead, English as a second or foreign language has become a tool for international communication in transportation, education, commerce, banking, tourism, technology, diplomacy, and scientific researches in the world including in Indonesia.

Moreover, Harmer (2001: 4) states that a foreign language does not have an immediate social and communication function within the community where it is learned. It is used mostly to communication elsewhere. Furthermore, foreign languages are those in which the students do not have a readiness for communication beyond their classroom. They may be obtainable through language clubs, special media, or books.

Based on the opinion above, teaching and learning reading of English as a foreign language cannot be separated from other language skills, namely writing, listening, and speaking, because they are integrated and support each others. In the reading teaching and learning of English as a foreign language, teacher should guide and help students to learn English because students use it only in the class during teaching and learning English process.

b. Teaching English as a Foreign Language at the Senior High School

Reading plays an important role in the English study in Senior High Schools, especially in the national final examination in recent years because reading is one of the aspects tested national final examination. According to

curriculum, the teachers have begun to lay emphasis on reading comprehension. As we know, reading is a mean of understanding and absorbing written information. The students' reading ability is closely related to their vocabulary, cultural background knowledge and reading technique. Therefore, choosing a proper reading technique is very important for the students to improve their reading speed and efficiency.

Reading consists of more than merely interpreting written words. Reading, in fact, involves identifying a writer's main ideas and then retaining those ideas. Reading is a very complex task involving many different skills. There are kinds of reading strategies to comprehend the text i.e. scanning, skimming, making inferences.

According to Brown (2001: 308), scanning means reading quickly for some particular piece or pieces of information in a text. The purpose of scanning is to extract specific information without reading through the whole text. For academic English, scanning is absolutely essential. Meanwhile, skimming consists of quickly running one's eyes across a whole text (such as an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas.

At Senior High School, skimming and scanning skills are types of reading skills which are often used by students in accomplishing a task because students intend to search and find important information in the texts. These ways are more efficient than the other types. Skimming is used to quickly identify the main ideas

of a text while scanning is used to find specific information in the text. Skimming and scanning cannot actually be separated because these two ways help students to understand the whole text.

c. Components in Teaching Reading

1) The Students

Mikulecky (1990: 101) states that there are two factors that influence a learner's reading comprehension. They are factors outside the head and inside the head. Outside the head factors include the length of the text, the propositional density, the amount of vocabulary, the explicitness of the information, the discourse structure and the clarity. The inside the head factors cover all of the things which the learner brings to understand the text.

Everyone reads either to enjoy oneself or to obtain information of some kinds. Mikulecky (1990: 11) suggests some strategies for the students in order to read effectively. Effective reading means being able to read accurately and efficiently and understand the passage as much as the reader' needs in order to achieve the purpose of reading. The strategies will be described as follows:

- a) The students need to develop new schemata about what reading is and how it is done effectively in English,
- b) The students need to break the habit of reading every word,
- c) The students need to learn how to tap their background knowledge in order to better employ top-down processing,

- d) The students need to acquire some of the skills which fluent readers of English employ unconsciously in order to strengthen their bottom-up processing abilities,
- e) They need to acquire those skills which will enhance the interaction of top-down and bottom-up processing models,
- f) They need to learn to be able to read faster,
- g) They need to learn to read in English for pleasure.

Meanwhile, Nuttal (1996: 147) states that a student is a reader that should make sense of the text for himself. From the beginning, he must do for himself everything to comprehend the text. This requires encouragement, especially the encouragement that comes from the text that is suitable and the tasks that are well devised.

2) The Teacher

Mikulecky (1990: 31) states that a teacher's role is also as a model interpreter since making sense of the text is actually interpretation and so much interpretation is cultural. In the language class, the role of the teacher is as important as the students'. Mahon (in Mickulecky, 1990: 31) says that the teacher is the most important element in a reading class, for her attitude influences students and their performance. The teacher of this reading should provide her students with

- a) an anxiety-free atmosphere so that they will feel free to experiment with a new reading style,
- b) practice so they will master new strategies, and

c) pressure in the form of persuasion and timings.

3) Materials

The materials taken from the text of books and the others source which used to get more English text. The success of teaching reading also depends on the use of reading materials. The choice of the materials influences the students' motivation to read and to treat the texts. Brown (2001: 302) suggests types of reading materials as follows: nonfiction: reports, articles, editorials, essays; fiction: novels, short stories, drama, poetry; letters, greeting cards; diaries, journals, memos, announcements, newspaper; academic writing: theses, books; forms, application, questionnaires, directories, labels, signs, recipes, bills, maps, manuals, menus, schedules, advertisements, invitations, directories; comic strips, and cartoons.

4) Classroom Management

Classroom management is important in reading teaching and learning process to make the classroom as physically comfortable as possible. Brown (2001: 192) notes that teaching is both an art and a science. He states that teaching is influenced by the surrounding acts of learning. During teaching process in the classroom, students are members of a team and should be able to see one another and to talk to one another in English. They need interaction among students need good classroom managements such as seating arrangement and group work.

Brown (2001: 306-311) proposes ten strategies which can be applied when teaching reading in the classroom as follows.

a) Identifying the purpose of reading

Whenever the teacher teaches a reading technique, the teacher should make sure that the students know their purpose in reading something.

- b) Using graphemic rules and patterns to aid in bottom up decoding (especially for beginning level-learners)

At the beginning levels of learning English, one of the difficulties students encounter in learning to read is in making the correspondences between spoken and written English. They may need hints and explanations about certain English orthographic rules and peculiarities.

- c) Using efficient silent reading techniques for relatively rapid comprehension (for intermediate to advance levels)

In the beginning levels, this strategy cannot be applied because the students are still struggling with the control of limited vocabulary and grammatical patterns.

- d) Skimming the text for main idea

Skimming consists of quickly running one's eyes across a whole text (such as, an essay, article, or chapter) for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. The teacher can train students to skim the passages by giving them time, say, thirty-second to look a few pages of material, close their books and then tell what they learned.

- e) Scanning the text for specific information .

Scanning is quickly searching for some particular piece or pieces of information in a text. Scanning exercises may ask the students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details.

f) Using semantic mapping or clustering

The strategy of semantic mapping or grouping ideas into meaningful cluster helps the students to provide some order to chaos.

g) Guessing when you aren't certain

The teacher can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them.

h) Analyzing vocabulary

Several techniques are useful here: a) looking for prefixes that may give clues, b) looking for suffixes that may indicate what part of speech it is, c) looking for roots that are familiar, d) looking for grammatical contexts that may signal information, and e) looking at the semantic context (topic) for clues.

i) Distinguishing between literal and implied meanings

This requires the application of sophisticated top-down processing skills. Syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information.

j) Capitalizing on discourse markers to process relationships

Many discourse markers in English signal relationships among ideas as expressed through phrases, clauses and sentences. A clear comprehension of such markers can greatly enhance learners' reading efficiency.

There are some ways to make students care about their own reading process. In order to become aware of their own reading process, the teacher can divide the students into small groups (Mikulecky, 1990: 29). Brown (2001: 177) says that group work is a generic term covering a multiplicity of techniques in which two or more students are assigned a task that involves collaboration and self-initiated language. He proposes some advantages of making group work.

- 1) Group work generates interactive language. Group work helps to solve the problem of classes that are too large to offer many opportunities to speak. It also provides opportunities for students' initiation, for face-to-face and take-and-give interaction, for practice in negotiation of meaning, for extended conversational exchanges, and for students' adoption of roles that would otherwise be impossible.
- 2) Group work offers an embracing effective climate. Group work is the security of a smaller group of students where each individual is not starkly on public display, vulnerable to what students may perceive as criticism and rejection. It becomes a community of learners cooperating with each other in pursuit of common goals.
- 3) Group work promotes learners' responsibility and autonomy. It places responsibility for action and progress upon each of the members of the group somewhat equally.

- 4) Group work is a step toward individualizing instruction. It can help students with varying abilities to accomplish separate goals.

The students should have the same opportunity in applying their skills in groups and individually. Mikulecky (1990: 30) says that after the students have worked together in pairs or small groups and have had a chance to talk out a new skill, they should have opportunities to apply the skill on their own, and in addition, to this individual practice, the whole class should work collaboratively on applying the skill, as well as previously learned skills, in intensive reading lessons.

3. Student Teams Achievement Division (STAD)

a. The definition and the significance of STAD

Olsen and Kagan in Richards and Rogers (2001: 192) state that Cooperative Learning is a group of systematic learning activity which depends on the information exchange between learners in groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others. In other words, Cooperative Learning is a learning strategy which covers both individual and small group learning. In its process, the learning activities are designed to improve students' cooperation and independence in comprehending the materials. Moreover, students are trained to learn actively because they should involve in the learning activities. However, this learning strategy emphasizes the role of individual participation to determine the group achievement in the learning process.

There are many form of cooperative learning. The most extensively evaluated of these are Student Team Learning methods. Slavin (2009:11) affirm that are five major Student Team Learning Methods. They are Student Teams Achievement Divisions (STAD), Team Game Tournaments (TGT), Jigsaw II, Team Accelerated Instruction (TAI), and Cooperative Integrated Reading and Composition (CIRC).

Model cooperative learning type STAD is the simplest strategy of cooperative learning that purpose to motivate student discuses, to finish task together, comprehend the materials and in the end of the lesson to apply skill that given trough individual quiz. Slavin (2009:144) states that STAD consist of five main concept there are class presentation, team, quiz, individual achievement score, and reward.

Arends (2009: 358) states that teachers using STAD present new academic information to students each week or on a regular basis, either through direct instruction or text. Group members which consist of four students use worksheet or other study devices to master the academic materials and then help each other to learn the materials trough tutoring, quiz, or discussing on team.

Student Team Achievement Divisions (STAD) is one of type cooperative learning where a team consists of four or five student which combined of students' achievement level, gender and ethnic. Teacher has presented the material then students have worked in a team to ascertain that all of team members comprehend the material. The end, student has given quiz about that material where at the time of their quiz may not give help with others.

b. The Component of STAD

1) Class Presentation

The first material of STAD instruction is class presentation. The material sources from text book or the developing material which was made by the teacher. The teacher makes the students' worksheet and quiz in each meeting of teaching and learning. Class presentation focuses on STAD unit through direct instruction by the teacher. The teacher presents a lesson and gives attention in the process of class presentation, and then students work within their teams to make sure that all team members have mastered the lesson. It can help the students to do the quizzes, and the other activity in teaching and learning.

2) Group work

A group is an important thing on STAD instruction. It consists of four or five students with different gender, student achievement or ethnic. The principal of this way is all teammates engaged in the process of teaching and learning, prepare the teammates to answer and give respond the quiz. The teammates discuss the worksheet, compare their respond and give answer in their group.

Brown (2001: 177) states that group work is a technique which two or more students do tasks that involves collaboration and self-initiated language. He adds that there are two kinds of group work: a small group work and a large group work. Meanwhile, structural approach emphasizes the use of particular structures designed to influence student interaction pattern (Richard: 2009: 360). Think-pair-share is one of the structures to teach in group work to increase students' acquisition. It is an effective way to change the discourse pattern in the classroom.

It challenges the assumption that all discussion need to be held in whole group settings and it has built-in procedures for giving students more time to think and to respond and to help each other. It can use to teach academic content or to check on student understanding of particular content. In this activity, each student thinks individually about a question from the teacher. The students get their pair during the second step and exchange thoughts. And then, the pairs share their responses with other pairs, or the whole students.

Group work has some advantages for English teaching and learning process. Brown (2001: 178-179) shows the advantages of work group for English language classroom such as:

- 1) Group work generates interactive language

By doing group work, the students can share and discuss to their friends.

It gives more opportunities for the students to increase their individual practice time and the quality of interactive language. Group works are also as the solution of the traditional classes, where the teacher is dominant and he/she talks too much to explain the lesson.

- 2) Group work offers an embracing affective climate

Group work can help the students to do social interaction with their friends. It becomes a community of learners cooperating with each other in pursuit of common goals.

- 3) Group work promotes learners responsibility and autonomy

Sometimes the students do not pay attention to the teacher's explanation.

By doing group work, the students have to work together with their

friends and do not depend on the teacher's explanation. He/ she can discuss with his/her friends about the lesson. It is more effective because sometimes a student feels more comfortable to discuss the lesson with their friends than with their teacher.

4) Group work is a step toward individualizing instruction

Group work can help the students with varying abilities to accomplish separate goals. The teacher can recognize and capitalize upon other individual differences (age, cognitive style, field of study, etc) by careful selection of small groups and by administering different tasks to the different groups.

Davis (1993) shows the advantages of group work. Students can study together, read and review course material, complete course assignments, comment on each other's written work, prepare for tests and exams, and help each other with difficulties that are encountered in class. Study teams are guided by the notions that students can often do as a group what they cannot do by themselves and that students can benefit from peer teaching-explanations, comments, and instruction from their course mates.

In implementing a group work technique, teacher should include the following seven "rules" (Brown, 2001: 187-188).

- 1) Introduce the technique to the students clearly.
- 2) Justify the use of small groups for the technique. It means that a teacher must not do work group all the time.

- 3) Tell the students what they are supposed to do. Give them an example or model the technique.
- 4) Give the students specific instructions on what they have to do.
- 5) Divide the class into groups.
- 6) Check for clarification. The teacher should make sure that the students understand their tasks before they start moving into their groups.
- 7) Set the tasks in motion, such as “OK, get into your groups and get started right away on your task.”

3) Quiz

A quiz gives after class presentation and group discussion do by the students. There are group quiz and individual quiz. A group quiz gives in each discussion. Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. All students take individual quizzes on the material, at which time they may not help one another. These points are then summed to form team scores, and teams that meet certain criteria may earn certificates or other rewards.

4) Individual Achievement Score

Individual achievement score based on individual achievement. A student can give a point contribution maximum to her or his group. The students get score to their group based on their score quiz over their basic score. Basic score based on the average of quiz which is do in the beginning of activity.

5) Reward

The best group gets a reward when their score achieve the criteria. Team score can used to determine the students' achievement level. Brown (2001: 73) states that rewards are powerful concept for the classroom. He adds that students like to receive rewards such as praise, gold stars, grades, certificates, diplomas, scholarships, careers, money, positive feedback, and happiness.

c. The implementation of STAD in teaching reading

The implementation of Student Teams Achievement Divivson (STAD) in the English teaching and learning process requires many preparations both theoretically and technicaly. Those preparations, however, should be understood by the teacher and students as the main elements who involve directly in the classroom.

In language teaching, Brown (2000: 187) proposes seven rules in implementing a group work technique in the STAD. Those are introducing the technique, designing the use of small groups for the technique, modeling the technique, giving clear and detail instructions, dividing class into groups, checking for explanation, and setting the task in action. Those rules give clear descriptions toward the things which must be organized before implementing a group technique. It is useful to create a cooperative group in the teaching and learning process.

The principal concept of STAD is students' motivation in supporting and help their group mates to master the the lesson and the material. The students cooperate in their group after the teacher explain the lesson. They can cooperate in

pairs and compare their responds or answers, discuss in their group. Teacher who teach STAD, refers to the process of student group learning, gives presentation to students every week through direct instruction. Then, the teacher divide the students in several group. A group consists of four or five group member with different background, gender, and students' achievement. The teacher explains the lesson and make certain that groupmates mastering the material, and then the student work in their group to ascertain entire group members comprehend the lesson. The end of the teaching and learning activity is quiz about that material.

Some activity to teach group skills that can insert in the STAD instruction is think-pair-share activity. The students are divided into groups of four and give an assignment to them. Each student thinks and does it by her or him self. Then students discuss in pair with one of her or his partner in groups of two. And then, pairs return on thier group.

A quiz gives to the students after class presentation. In this step, there are two quizzes that must be done by the students. The first quiz is a task that finished to the students individually. So, a student must be responsible individually to comprehend the material. In this step the student get individual improvement score. The second quiz is a task to do and discuss in the group. Each group gives a task to discuss with the group mates. In this quiz the group gets a group score. A group score influences group improvement score.

In reference to the explanation above, it can be said that a teacher who uses STAD instruction has a number of responsibilities such as planning the lesson, activities, and evaluation, grouping students, arranging physical

placements of students, presenting and explaining the tasks to students, monitoring group activities and helping when necessary. Besides, students also have responsibilities to get actively involved in the learning activities, give positive contributions to the success of their groups, and help each other to reach the learning goals.

B. Conceptual Framework

Reading is very important for the learners because it is a language skill where the learners understand and get information about the knowledge. Moreover, reading comprehension is also one of the skills tested in final exam that the students must be master it. It is important to communication and it is also essential for students to learn English but they often find difficulties in reading processes. It is because the teaching learning process only depends on the monotonous method that will make students bored. The given tasks make them lazy because those only depend on student's worksheet. Therefore, it is not surprising if the students find difficulties in reading. Teachers should find the effective ways of giving reading tasks.

STAD instruction is designed to be implemented in the English teaching and learning, including in reading. The concept of STAD which gives priority to students' involvement and cooperation during learning process gives benefits for them to improve their learning motivation, independence, and social skills. Besides, STAD activity also helps the teacher to create an enjoyable learning atmosphere which can maximize the effectiveness of teaching and learning process.

There are many principles and characteristics of effective reading class which should be considered before applying a particular teaching strategy. Some of them are reading is not a passive skill, students need to be engaged with what they are reading, students should be encouraged to respond to the content of a reading text, not only the language, and the use of teaching and learning strategies that are intrinsically motivating.

In this case, STAD can improve students' comprehension in reading of the teaching and learning process. It also creates a learning atmosphere which is full of encouragement and positive group relation. During the learning process, students are led to help each other in a group. They also motivate and encourage each other to make a maximum effort in performing their tasks, so it can improve students' responsibility to do the best both for themselves and their group. However, the students' motivation and performance in the reading process affect their reading comprehension ability. Therefore, STAD can be an appropriate strategy for improving students' reading comprehension ability.

Therefore, the researcher intends to do the action research in SMAN 1 Karanganom, Klaten. This research focuses on improving the reading comprehension through STAD at the tenth grade of SMAN 1 Karanganom, Klaten. This research is concern on giving tasks to the students in order to know the students' ability about reading and to improve their reading comprehension. This research will stop getting data whenever improving the reading skill through STAD has succeeded.

CHAPTER III RESEARCH METHOD

A. Type of the Research

This research was categorized as action research which was collaborative in nature. This research aimed at improving the reading comprehension of the tenth grade students of SMAN 1 Karanganom in the academic year of 2011/2012. The researcher collaborated with the English teacher to conduct the research. Besides collaborative, this action research was focused on the process of improving the teaching and learning process which would be described qualitatively.

B. Research Setting

The research was conducted in SMAN 1 Karanganom, Klaten. SMAN 1 Karanganom was the second favorite school in the regency. It was because the students always graduated from UAN (*Ujian Akhir Nasional*) and the grade of the school was got the second average in the regency but the students' achievement in English was low. The students' achievement in past examination is good because all students past. But then, most students get the average of English achievement under *KKM (Kriteria Ketuntasan Minimal)*. This school is located at Jl. Raya Karanganom No.3, Karanganom, Klaten, Central Java. The English class was schedule into two sessions in a week. On Monday, the English class was from 07.00 to 08.30 and on Thursday, it was from 12.00 to 13.30. The research was conducted from 4th to 28th of May 2012 for whole activities. It was included the first interview, the observation, and the action.

C. Subject of the Research

This research involved a number of people; they were the English teacher of class XA, the students of class XA in SMAN 1 Karanganom of the academic year of 2011/2012 which consisted of 40 students, and the researcher herself who worked cooperatively as a team in conducting this research.

D. Data Collection Techniques and Data Analysis

The data were qualitative in nature, which were supported by the quantitative data. The data collected were aimed at describing the changes during the research. To get those data, the following qualitative data collection techniques were employed:

1. Techniques of Data Collection

a. Observation

The observation was conducted to know what happened in the classroom when the research was conducted. The result of the observation was used to get information for supervising and inspecting the next research plan. In this case, the observation was reported in the form of field notes. It described what happened in the classroom. The description was the implementation of using Student Teams Achievement Division (STAD) method to improve reading comprehension and the students' behavior during the teaching and learning process. The observation was done by the English teacher as the collaborator.

b. Interview

The interviews were held to get the data about the students' interest in the technique during and after the teaching and learning process. The data were in the

form of interview transcripts. The interview based on an interview guide. It means that the questions were planned, but the English teacher and some students were given responses and the feedbacks before and after implementation of the teaching and learning process.

d. Reading Tests

The researcher made written tests of reading as the pre test and the post test to know the students' comprehension ability in English texts. The pre test and post test based on the competence standard and basic competence of reading comprehension test. It included 45 questions of recount, narrative and procedure texts. The questions were multiple choices which were to choose either A, B, C, or D for the correct answer.

2. Data Analysis

From the data collection techniques, there were two forms of the data in this study. The first was qualitative data and the second was the quantitative one. The analysis was mostly done with qualitative description than with numbers. The steps of the data analysis were collecting the data, comparing the data, building interpretation, reporting the outcomes and presenting the data. The data were represented in the form of field notes, interview transcripts, and photographs. The statistics used in the computation was the mean and Standard Deviation which are the average score attained by the subjects of the research. From the results of the reading test, the students' progression level was identified.

E. The validity of the Research

The validity of the research was established by fulfilling the democratic, outcome, process, catalytic and dialogic validity (Anderson in Burns, 1999:161-162). In this research, the research validity was appreciated by considering for the action by looking at the success, the failure and the problems of the activity.

To get the democratic validity, the English teacher and the students were given chances to give their ideas, suggestions and comments about the implementation of the research. The teacher and the students were interviewed about their ideas, suggestions, critiques and comments after the action. Their opinions were used to improve the next action plan.

The outcome validity was assessed to know the result of the action done by the teacher. The success and failure of the action and also the problems found in the action were also considered to improve the next action.

To assess the process validity, the triangulation technique was done by gathering accounts of the teaching-learning situation from two quite different points of view, namely the teacher and students to avoid the bias that happened. It was concerned the process of conducting the research.

Meanwhile, the catalytic validity was assessed by giving a chance to the teacher and students to deepen their understanding on the changes of the social realities of the context. It dealt with the opportunity which the participants got to deepen their understanding of the research by monitoring other participants.

Finally, the dialogic validity was done by doing dialogue with the English teacher and the students in the class to improve the next action. The dialogic

validity was related to the participation of the research members in the research process. The dialogic validity was used to determine the success and weakness in the action.

F. Procedure of the Research

According to Kemmis and McTaggart as quoted by Burns (1999: 32) there are four essential points in action research. They are planning, action, observation, and reflection. Those are fundamental steps in a spiraling process. Through those steps, the participants are responsible to:

- (1) develop a plan to improve what is happening
- (2) act to implement the plan
- (3) observe the effects of the action
- (4) reflect on these effects for further planning

The procedure of the research through STAD to improve reading comprehension for the tenth grade students of SMAN 1 Karanganom, Klaten was began with determining the thematic concern on the reconnaissance and followed by planning, implementing, and doing reflection.

a. Reconnaissance

In this step, interviewing the English teacher and students was used to identify the existing problems related to the writing teaching and learning process. Observing the teaching and learning process of reading in the classroom was done after interviewing the English teacher.

Based on the result of the interview and the observation, the problems in the reading teaching and learning process were classified to be solved based on the priority scale. There were the students faced the following problems:

- (a) Most of the students cannot understand in comprehending the text very well since their vocabulary was low.
- (b) The students have low motivation in learning English.
- (c) The teaching reading activity in the class was dominated by the teacher.
- (d) The students have low understanding on finding the main idea of the text.

Consequently, the students could not understand an English text easily. Finally, based on the discussion on those problems, the researcher and the English teacher agreed that solving all those problems could improve the students' reading comprehension. The English teacher asked to the researcher to formulate some actions to overcome the field problems. Having discussed and considered the limitation of time, the researcher implemented Student Team Achievement Division in teaching and learning process.

b. Planning

After gathering the information and deciding the thematic concern during reconnaissance, the researcher and the English teacher discussed to plan some actions. They proposed some alternative actions that were carried out to improve the reading comprehension through cooperative learning type Student Team Achievement Division (STAD) method.

c. Action and Observation

Having been agreed together, some plans were implemented in the classroom. The actions planned were implemented in two cycles. The researcher and the English teacher of Class XA implemented and observed the actions in the classroom together. Based on the observation, field notes and interviews, they discussed the implementation of the actions and the changes as the result of the actions. The result of discussion was used to evaluate and improve the reading comprehension ability in the teaching and learning process.

d. Reflection

The reflection was done every time after each cycle of the action was completed. The researcher and the teacher of Class X.A did it to find out whether the actions were successful or not. The reflection of the actions indicated the change of the action research. This was also useful to show the effectiveness of the actions conducted in the learning processes. If the actions were considered successful, they would be continued to the next action. However, if the actions were unsuccessful, the next cycle would be implemented considering the previous reflection.

CHAPTER IV

THE RESEARCH PROCESS, FINDINGS, AND INTERPRETATIONS

This chapter reveals the findings and discussions which refer to the efforts to improve students' reading comprehension skills through Student-Teams Achievement Division (STAD).

A. Research Procedure and Findings

This research is action research. In the previous chapter, it has been mentioned that the steps of the research were reconnaissance, planning, implementation, observation, action and reflection. The purpose of the research was to improve the students' reading comprehension of grade X at SMAN 1 Karanganom. The researcher focused on applying one of the Cooperative learning types (STAD) to improve the students' reading comprehension.

The researcher did some steps in conducting the research. The first step was reconnaissance. In this step, the researcher observed and identified the problems occurring in the reading comprehension of the teaching and learning process. The researcher identified the problems from four factors (the teacher, the students, the materials, and the technique). The second step was planning. In this step the researcher designed instruments which were going to be implemented in the school. The third step was action and observation. In this step the researcher implemented the action. After that, the next step was reflection. In this step, the English teacher, the students, and the researcher as the collaborator identified the effective and ineffective actions activities so that the researcher could design the better plans for the next cycle.

1. Reconnaissance

The researcher had a discussion with the English teacher of the grade X students at SMAN 1 Karanganom to identify the problems. Besides, the researcher also observed the process of English teaching and learning in the classroom.

a. Identification of the field problems

The research began with identifying the problems. To identifying the problems the researcher interviewed the English teacher and the students at SMAN 1 Karanganom to get information about the problems of reading skill in teaching and learning process. The researcher also observed the classroom to get the descriptions of the reading teaching and learning process. The situation before the actions implementation is presented in the vignette below.

Place : Class X.A
Date : May 7th, 2012

The teacher came to the class and started the lesson. Then, she introduced the researcher to the students. The teacher informed to the students that the next teaching and learning process in the class would be with the researcher. The researcher informed to the students about the purpose of her arrival and then invited the teacher to continue the teaching and learning process. The researcher sat on the back seat. The teacher was started the lesson by asking the students to check their homework from English book "*Look a Head*".

Some students looked unwillingly to do the teacher instruction. The teacher then asked them to read a descriptive text on a certain page which was mentioned. The teacher offered the students to read the text loudly. But, there were no body who were interested to read the text. Finally, the teacher asked one of the students to read the text loudly. The student, whom the teacher asked to read the text, did not read the text very well. She made many mistakes in pronouncing the words in the text and the teacher correct her mistakes several times. Then, the teacher asked her about the meaning of some words in the text. She could not answer it well. It took about ten minutes to finish this activity.

There were some students who did not pay attention to the teacher. They were talkative in the back of the classroom and busy with their own activities. The teacher asked the student who talked to their friends. The teacher gave a question about the meaning of the vocabulary related to the text. Most of the students were opening the dictionary and the others were walking around the class to borrow the dictionary from their friends. The teacher then discussed the meaning of words in the text with the students.

Afterthat, the teacher then continued the lesson by asking to the students to open their *LKS (Student Worksheet)* on task 3. Then the teacher wrote some vocabulary and the meaning on the whiteboard. The teacher only focused on the students who seated in front of her. Most of the students who seated in the back of the classroom still noisy, made a noise by chatting and finishing the other task. Then, the teacher gave an example of Passive Voice to the students. She asked to the students to do the task orally. The student arranged the sentence and then, translated it based on the teacher's guidance. There were four students looked active and interested to teaching and learning process. They were more dominated in the teaching and learning process. The teacher looked at the students who seated in the back of the classroom who were noisy and then asked them to finish the task. The bell rang at 08.30 a.m. Finally, the teacher finished her teaching and learning process by giving tasks to the students and closed the class with Islamic greeting.

After the researcher did some observations in the classroom, the researcher had a discussion with the English teacher. Then, based on the observations and the discussion, the researcher and the English teacher identified some problems that occurred in the English teaching learning process. Those problems could be seen in the table below.

Table 1. The Field Problems in XA, SMAN I Karanganom.

No.	Problems	Code
1.	Most of the students did not pay attention when the teacher explained the material.	S
2.	There were some students were not interested in learning English.	S
3.	The students had difficulties in memorizing the new English vocabulary.	S
4.	The students had difficulties in understanding the meaning of some sentences.	S

(Continued)

(Continued)

No.	Problems	Code
5	The students got bored in the English learning process.	S
6	Most of the students did not bring English dictionaries.	S
7	The students needed a long time to comprehend the English text.	S
8	The students were lazy to check an English dictionary when their teacher asked them.	S
9	The students had to difficulties in understanding the teacher's explanation.	S
10	There were some students who talked with each other during the English lesson.	S
11	The teacher only focused on the students in front of her.	T
12	Some students did not like reading English texts.	S
13	The teachers' explanation was not clear.	T
14	The teacher's voice was not loud.	T
15	Some students had difficulties answering the teacher's questions.	S
16	The students had difficulties in guessing the meaning of words.	S
17	The students pronounced words incorrectly.	S
18	Some students felt shy to ask or answer the teacher's questions in English.	S
19	The teacher used only two sources of teaching materials. (<i>Look Ahead book</i> and <i>LKS</i>)	T
20	The teacher sometimes did not give a warning when some students talked to their friends.	T
21	The teacher found difficulties in handling the students who made noise.	T
22	The teacher lacked ideas in creating some interesting activities.	T
23	The teacher's style in teaching was teacher-centered.	T
24	There were another supported materials to learn English.	Mat
25	The schedule was in the afternoon so the students looked tired.	Time
26	The classroom was very hot because the fan was off.	Room
27	The teacher did not use the classroom facility. (<i>LCD</i> and <i>laptop</i>)	T
28	Some students finished the other lesson's homework.	S
29	The topic of the text was not interesting for the students.	Mat
30	There were four students who dominated the teaching and learning process	S

- S : student
- T : teacher
- Mat : material
- Time : time
- Room : room

Based on the identification above, there are some problems related to the process of reading teaching and learning. They were categorized into problems on the students, the teachers, the time, room and the material. Since the focus of the study is on the use of Student Team Achievement Division (STAD) to improve the students' reading comprehension, the problems solved in this study were those related to the process of teaching and learning especially at the descriptive and news item text.

Table 2. The Problems of Reading Related to the Reading Teaching and Learning Process.

No.	Problems	Code
1.	Students did not pay attention when the teacher was explaining the material.	S
2.	Students had difficulties in memorizing the new English vocabulary.	S
3.	The students had difficulties in understanding the meaning of some sentences.	S
4.	Students were lazy to open an English dictionary.	S
5.	Students had difficulties in understanding the teacher's explanation.	S
6.	The teacher's style in teaching was teacher-centered.	T
7.	There was no other supporting material to learn English.	Mat
8.	The topic of the text was not interesting.	Mat
9.	Some students had difficulties answering the teacher's questions.	S
10.	Students got bored in the English learning process.	S
11.	The students need have much time in the process of comprehend the English text.	S
12.	Four students dominated the teaching and learning process	S

Furthermore, the pre-test was also conducted in order to get the early description toward students' reading ability before the implementation of the action. The result of the pre-test showed that students' scores are varied. The highest score is 72, the lowest is 46, and the mean is 58.4. It indicated that students' reading comprehension in this class was low. Most of the students' scores can be categorized into low level which shows that they still have

difficulties in comprehending reading texts. Those scores are used as one of the indicators to monitor the progress of students' reading comprehension ability before and after the research.

Based on the problems related to the process of reading teaching and learning, the researcher and the teacher discussed the main causes of the problems. It was agreed that the main causes of those problems were:

- a. The students had difficulties in memorizing the new English vocabulary.
- b. The students had difficulties in understanding the meaning of some sentences because they have limited vocabulary.
- c. The students did have much time to comprehend the English text.
- d. The students had difficulties in understanding the teacher's explanation.
- e. Some students had difficulties to answer the teacher's questions.

The teacher asked the researcher to propose some actions plans to overcome the field problems. The teacher added that the actions plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

b. Determining the actions to solve the field problems

After the researcher and English teacher identified the most important problems that were needed to be solved, they discussed again the point of those problems. After discussing it, the researcher and English teacher agreed that those problems above related to reading comprehension. Then, the English teacher asked to the researcher to make some action plans to overcome the field problems.

According to the feasible problems discussed before, the researcher and the English teacher formulated some actions to overcome the problems. Having discussed and considered the limitation of time, the researcher implemented Student Team Achievement Division (STAD) in the reading teaching and learning process. In order to specify the teaching and learning process and maximize the students' ability, STAD as one of the cooperative learning method, was implemented by conducting the components of this methods that focuses on reading comprehension.

Then, the English teacher suggested that the action above should be conducted based on the curriculum applied in the school. She showed the materials used for the English subject. After that, she asked the researcher to select the competency and the suitable theme. The researcher agreed and then the researcher made the lesson plan.

B. The Report of Cycle 1

1. Planning of Cycle I

The implementation of Cooperative Learning type Student Team Achievement Division (STAD) in Cycle I was decided by the teacher and the researcher. The researcher did 2 cycles in this research. In the first cycle, the researcher focused on the news item text. Here, the researcher made lesson plans based on the syllabus for senior high school students. She planned to give some examples of the news item texts and gave explanation about text organization of the news item. In her lesson plans, she planned to teach how to identify the

newsworthy event, background event, and source of news item. She also planned to give the students some exercises that would be done in groups and individuals.

In this cycle, there were three main components of STAD which were implemented in the reading teaching and learning process, namely, class presentation, reading group, and quiz. In each component, there were activities that were designed to maximize students' participation on reading, to improve students' motivation, to join the learning process, to help them comprehend the reading text easily, and to increase their reading comprehension ability. There were the brief descriptions of each activity as follows.

a. Class Presentation

The first step of STAD was class presentation. The material presented by the teacher through direct instruction in the teaching and learning process to make the students pay attention to the teacher when the teacher explained the material. This presentation focused only on implementation of STAD. This phase, the students must be concerned to the teacher's presentation because it can also help them to finish quiz and score quiz in their team.

b. Reading Group Building

In this reading group the students were assigned to form groups of five according to students' achievement and gender. The group was divided by the teacher. Each student in the group had a responsibility to make sure that each task in the reading activities was done completely. Therefore, the reading group was implemented together with every activity in the reading teaching and learning process.

c. Quizzes

A quiz was given to the students after the class presentation. In this step, there were two quizzes that must be done by the students. The first quiz was a task that was done individually. The students must not cooperate with their friends. From this task, the student got an individual improvement score. The second quiz was a task that was finished by group.

2. Action, Implementation, and Observation in Cycle 1

The actions of Cycle 1 were implemented on 7th, 10th and 14th of May 2012. The topic focused on the news item text. The topic was about the organization of the text (*newsworthy event, background event, and source*), *surprising news and gave some responses of the questions*. During the action, the researcher acted as the teacher and the English teacher acted as the observer. The data were collected using classroom observations, interviews, and documentations. It was also use to observe the teaching-learning process whether the plans agreed or not before they were implemented, changed, or improved. Besides, the student's participation was assessed based on what she/he performed in class and what the teacher observed. The result of the actions and observations in Cycle 1 could be described as follows:

1. Improving students' reading comprehension through STAD

(a) First Meeting

This first meeting was conducted on 7th of May 2012. The students should be explained explicitly what they were going to learn and why it was important.

The theme was about the purpose of a news item text. In this meeting, the teacher focused on how to identify the newsworthy event, background event and source of a news item text. This pre-reading activity aimed at focusing the students' thought before reading. In order to support the teaching and learning process, the teacher used an example of news item text which has been identified the text organization.

Then, the teacher asked the students about the hot news at the moment before explaining the material. Eight students answered it enthusiastically. Then, the teacher asked them to identify the newsworthy event and background event. The students answered together and the class was a little bit noisy. Furthermore, the teacher asked the students about background event of news item. She pointed a student number 7 named Argo Wibowo. Argo tried to remind and answer it in English mixed Indonesia. The teacher gave more explanation of the text organization of a news item text namely newsworthy event, background event, and source. Then, the teacher explained the purpose and the language features of news item text. Most all of students paid attentions to the teacher's explanation.

The teacher then divided students of the class into 8 small groups. A group consisted of 5 students with different students' achievement and gender. Students who have students' achievement 1- 10 divided in 8 groups. The teacher asked them to name their group. During team study, each group must work cooperatively to do the worksheet. The table 3 of the appendix shows the way to divide groups based on students' achievement and gender in Class X.A.

Then, the teacher distributed tasks of news item texts for each group. Then the students made a group discussion to analyze the newsworthy event,

background event, and source of the news item texts. Most of students looked enthusiastic about discussing with their group. The teacher walked around the class to monitor the discussion process.

After the discussion session, each group shared their result to all students by doing a short presentation. In this session, the students in a group presented their result. Some students were nervous and unconfident, but the teacher motivated them. Finally, the teacher led the class discussion after all of the groups presented their result. Almost students involved in this learning activities actively.

The bell rang when the students had not finished their work yet. The teacher then asked the students to submit their task. The teacher and the students summarized the whole lesson in a few minutes. The teacher ended the lesson and said “good bye”.

(b) Second Meeting

The second meeting was conducted on 10th of May 2012. As mentioned earlier, this activity was done in almost every meeting so that the students were able to work cooperatively with their group. In the second meeting, the groups still discussed the previously topic. Before they started to discuss the news item text, each member in the group took turn to read the text to their group. While they read the news item text, some of them asked to the teacher about the vocabulary. They did not open the dictionary before. When the students were doing the task, some students did not join the group to do the task together. They seemed busy with their own activities, such as chatting with their friends and did other homework. The teacher reminded the students to do the English task. After

they finished their work in groups, the teacher asked group A to read their answers.

Furthermore, the teacher asked other groups to discuss the responses of the following questions. Each group gave their idea which was discussed with their teammates before. In doing this activity, they looked enthusiastic because they were able to compete with other groups. When some groups could not find the answers, sometimes they asked one of the group members to cheat from another group. It made the other groups did not feel comfortable to answer because they tried to hide the answers from the other groups. The teacher then reminded the students to work on their own and help each other in their group to find the answers.

Then, students did reading group activity to finish a group reading task. Here, the teacher distributed a news item text for each group. Then students made a group discussion to identify the surprising news based on the text. During the discussion, the class became a little bit noisy. Most of students looked enthusiastic for giving their idea and some of them checked their dictionary and had a discussion with their friends. The teacher walked around the class to monitor the activity process.

After the discussion session, each group shared their idea to all students by doing a short presentation. Some students looked nervous and unconfident, although they seemed to be more confident in sharing their ideas to their friends in group. Then, the teacher guided the class discussion after all of the groups presented their project. Almost all students involved to this learning activities

actively. Finally, the teacher led the students to make the conclusion on the material and submitted the tasks. After the teaching and learning process, the teacher then made a group score based on the discussion activity. Then, each groups got a score that influenced the individual score activity. After some minutes, the time was up, so the teacher closed the lesson without giving any reviews about the material.

(c) Third Meeting

The third meeting was conducted on 14th of May 2012. There are divided into group quiz and individual quiz. The group quiz was conducted on the second meeting of the STAD implementation in teaching and learning process. The individual quiz was conducted on the third meeting when the teacher implemented STAD. The implementation of the action was discussed as follows.

1) Group Quiz

The group quiz was conducted on the second meeting of the STAD implementation in teaching and learning process. The teacher gave tasks for each group. First, the teacher again reminded the students about the newsworthy event, background event, and the source in the text. In this meeting the students were asked to arrange the news by matching the available sentences. Then, they decided which one were the newsworthy event, the background event, and the source.

The students still worked in their groups. Throughout the discussion process, the students did the activity cooperatively. They should explained the text

to teammates until they understood what the text mean and finished the tasks. They cannot ask too much to the teacher.

Furthermore, the teacher asked the students to discuss about their answer of the text. She asked the last group to read their answer. Then, a member of that group read their answers and the others paid attention and gave revisions related to the correct answer. After the time was up, the teacher asked all of the groups to end the discussion. She asked students to submit their answer sheets. The teacher announced that their task would be used to make a group score. The group with the highest score became the winner. The teacher ended the lesson by reviewing and asking students to make conclusion about the material.

2) Individual Quiz

The third meeting was carried out on 14th of May 2012. In this meeting the students did not cooperate with their groups. They returned to their own seat. Then, the students submitted their tasks to the teacher. This quiz determined the students' individual achievement. The students gave their responses of the following question correctly. In this quiz the students did not allow to check dictionary. In this activity, some students asked to their classmate about their task. The teacher was given a warning not to be noisy. Then, the class became quite than before. Finally, before the teacher ended the lesson, the teacher asked students to submit their answer sheet then announced the score of the previous discuss of the group work. The class situation little bit noisy again. The students seemed anxious to see their score of the previous activity. After some minutes, the time was up. Then, the teacher ended the lesson and said "good bye".

3. Reflection of Cycle 1

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviews with the teacher and students after the action implementation. The reflection was used to plan the actions that would be implemented in the next cycle.

There were some responses toward the implementation of cooperative learning type Student Team Achievement Division (STAD) in the first cycle. First, the implementation of class presentation in the class in this cycle was successful to improve their knowledge in understanding the material. When the researcher explained the instruction and the rule of STAD the students were looked seriously to pay attention to the lesson. They also thought that the given material helped them do the tasks easily. It was shown in the following interview transcripts below. The word R represented the researcher; S was the student; and T was English teacher.

(Interview 10)

R : *Gimana pendapat dek Afra tentang penggunaan STAD selama proses belajar?*

(‘What is your opinion about the use of STAD for teaching and learning process?’)

S : *Kalo aku seneng mbak, ada penjelasan lain yang lebih menarik jadi ga monoton membaca materi di buku aja, dan Bu Guru gak pernah pake gitu.*

(‘I liked it Miss, it is because there are another instruction that was interesting and never used by the teacher. So, it was not monotonous.’)

R : *Terus hubungannya sama ngerjain tugasnya gimana? Mempermudah gak?*

(‘How about the relations between them, did that make you easier to do the homework?’)

S : *Ya jelas tho mbak, wong dikasih materi dulu, jadi lebih jelas...*

(‘Yes Miss, it did. It was because we get the instruction first. It help me understand the material easily...’)

(Taken on May 7th, 2012)

The following interview's quotation with English teacher also showed how important the class presentation of delivering material before giving tasks.

(Interview 13)	
R	: <i>Menurut ibu bagaimana dengan kegiatan tadi menggunakan metode STAD?</i> (‘What did you think about using STAD in the teaching and learning process?’)
T	: <i>Kalo tadi saya lihat anak2 tertarik mbak, jadi gak pada rame sendiri.. konsen lihat di depan.. tapi kalo saya gak pernah pake kayak gitu mbak.. ribet dan juga gak bisa membuatnya..</i> (‘Yes, at that time I saw that students interested by the media, they were not crowded because they concentrate on looking the slide in front of them... But I never used it because it is rather caused of fuss and I could not make it’).
(Taken on May 7 th , 2012)	

Second, cooperative learning type STAD is a motivating technique. It is because the use of STAD made the students enthusiastic, active and gave some motivation to the students in the English class. The English teacher said that the use of reading group helped the students to comprehend reading texts. They worked together to identify the text organization of the news item text, discuss the tasks and presented the group discussion in front of their friends. Through reading group students were able to perform well in their presentation. They joined actively in most of the activities conducted in the reading teaching and learning process. The teacher's opinion can be seen in the interview transcript below.

(Interview 20)	
R	: <i>Bu Endang, bagaimana menurut ibu tentang kegiatan reading yang telah dilaksanakan tadi?</i> (‘Mrs. Endang, what do you think about the reading activity today?’)
T	: <i>Secara keseluruhan cukup Bagus mbak. Dengan belajar kelompok siswa jadi lebih terlibat dalam kegiatan tadi. Selain itu juga bisa saling membantu kalau ada kesulitan. Yang paling penting mereka mau aktif belajar.</i> (‘Generally, it was good. Learning in groups made them involved more to the learning activity. Besides, they could help each other in solving the problems. Mainly, they learned actively.’)
(Taken on May 10 th , 2012)	

The positive responses were also shown by the students. The use of group on reading could build students' positive relationship. Almost all of students liked learning on a group because through discussion, they could help each other on group to complete the reading task, share and solve the problems during reading. As a result, students' motivation to learn reading both individually and in group increased. It also helped them comprehend the task through easier way as showed in the interview transcripts below.

(Interview 15)

R : *Kamu suka tidak belajar dengan cara diskusi kelompok?*
(‘Did you enjoy learning through group discussion?’)

S : *Suka mbak.*
(‘Yes, I did’)

R : *Kenapa?*
(‘Why?’)

S : *Bisa kerjasama waktu mengerjakan, bisa diajari teman. Kan jadi lebih gampang.*
(‘We could cooperate each other in doing the task, could be teach by my friend. The learning process became easier.’)

(Taken on May 10th, 2012)

(Interview 17)

R : *Berarti satu kelompok ya? senang gak bisa ngerjain bareng gitu..?*
(‘Do you like to work in groups?’)

Ss : *Seneng...*
(‘Yes, we are happy’)

R : *kenapa?*
(‘Why?’)

S : *Ya kalo bareng-bareng kan banyak temennya jadi bisa sharing*
(‘Because we have a lot of friends in group and sharing together’)

(Taken on May 10th, 2012)

Furthermore, the activities in group could increase students' responsibility and awareness to read the text seriously because of students' individual performance which would influence group performance. For example, on group reading activity, all students tried to find the surprising idea and did the tasks of

the news item text to success their group presentation. As a result, every student had equal responsibility and opportunity to contribute to their group performance.

(Interview 12)

R : *Tadi aku lihat kamu kok gak ikutan kerja kelompok?*

(‘A while ago, why did not you join the group work?’)

S : *Ikutan kok miss. Kan tadi pas presentasi aku yang mewakili.*

(‘I did join the group work. I was as a representative of my group to present the result of discussion.’)

R : *Tapi kan pas diskusi menyelesaikan tugas kamu ga ikut? Kenapa?*

(‘But you did not join in the discussion with your friend, right? Why so?’)

S : *Males miss. Mereka kan tetap bisa nyelesain soal tanpa aku.*

(‘I just did not want to. Yet, they still could finish the task without me.’)

(Taken on May 7th, 2012)

In an individual quiz the students also needed more time to comprehend the text due to vocabulary knowledge they had. Most of them worked slowly to read the text. They said that they did not know the meaning of the words and sentences in the text. They read the text carefully in order to understand the meaning of the sentences and eventually it caused some students lost their interest

(Interview 19)

R : *Kalau menurut kamu, kegiatan readingnya tadi bagaimana?*

(‘In your opinion, how was the reading activity this morning?’)

S : *Gimana ya? Bingung mbak menjelaskannya.*

(‘Well. I don’t know what to say.’)

R : *Kamu suka tidak?*

(‘Did you like it?’)

S : *Nggak begitu suka.*

(‘I did not like it much.’)

R : *Kenapa nggak suka?*

(‘Why didn’t you like it?’)

S : *Teksnya banyak dan susah mbak.*

(‘that was a lot of texts and difficult, Miss’)

(Taken on May 10th, 2012)

There were some problems during the implementation of cooperative learning type STAD in the first cycle. Firstly, the teacher’s preparation was not

maximal. As a result, her presentation was not clear and it made students confuse toward the activities. Secondly, some students did not feel comfortable and confident with their friends in a group because of their personal problems. Thirdly, the students took much time to do the activities of the individual quiz, group discussion and group presentation activity. Those were shown in the interview transcripts below.

(Interview 13)

R : *Kalau untuk teknis pelaksanaannya, menurut Ibu apakah ada kekurangannya, Bu?*

(Technically, were there any weaknesses Mom?)

T : *Ya, secara keseluruhan sudah baik mbak. Cuma pada penjelasannya kurang maksimal, mungkin karena suaranya kurang jelas dari belakang. Selain itu, ini kan baru pertama jadi anak- anak masih agak bingung menyelesaikan tugasnya.*

(Well, the whole of activity is good, however your presentation is not maximal, it is because of your voice is not clear in the back of the classroom. Besides, this was the first time, so students were still a little bit confused to finish their task)

(Taken on May 7th, 2012)

(Interview 18)

R : *Kalau menurut kamu, kegiatan readingnya tadi bagaimana?*

(‘In your opinion, how was the reading activity this morning?’)

S : *Gimana ya? Bingung mbak menjelaskannya.*

(‘Well. I don’t know how to explain it..’)

R : *Kamu suka tidak?*

(‘Did you like it?’)

S : *Nggak begitu suka.*

(‘I did not like it much.’)

P : *Kenapa nggak suka?*

(‘Why didn’t you like it?’)

S : *Teksnya banyak banget Mbak, kelompokku juga gak enak.*

(‘That was a lot of text Miss, and my group was not good.’)

(Taken on May 10th, 2012)

In reference to the explanation above, the researcher concluded four points regarding to the implementation of STAD in the teaching and learning process within this cycle. These points were used to plan the next action for the next cycle.

- a. Conducting class presentation in this cycle turned out to be an effective strategy to help the students to comprehend the material clearly. Since the teacher used PowerPoint as the media in reading teaching learning process, the students were able to understand the whole material that was used to finish the tasks. The class presentation was taught directly by the teacher to ensure that students participated actively in the reading process. The students learned the reading comprehension texts such as identifying the text organization and the language features of the text with their group mates in the reading group. It made the students needed extra assistance from the teacher to practice the activity.
- b. Student Team Achievement Division (STAD) activities implemented on reading was conducted to improve the quality of teaching and learning reading in the classroom. This condition gave positive effect on students' comprehension in reading. Group discussion and short presentation in the reading group activity could engage students' activity and involvement in the reading activities. As a result, the students were learnt seriously to comprehend the reading tasks well. This activity gave the same opportunity and responsibility for all students to participate in finishing the tasks. This motivated students to read and comprehend the reading text both individually and in group. This activity helped students comprehend the reading texts through easier ways.
- c. The students were able to finish their task well on their group. They might need more time to finish it, but they completed almost all of the tasks with little

support from the teacher. In working with their group, group mates shared their ideas in finishing tasks. And they learned how to be more independent in solving the problems they faced on comprehending the texts by sharing idea with their group mates. They also had the same responsibility for the success of their group achievement in the lesson. Moreover, reading group discussion also created positive relationship among students. It helped them be more cooperative during learning process.

- d. There were some problems occurred in the implementation of action within this cycle.
 - 1) The teachers' preparation in the first activities was not maximal. This could be seen from the teachers' presentation, instructions and the material in some activities which often created students' confusion. It could be seen on the interview of the teacher and the students.
 - 2) There were some students who did not participate in their group and was not interested to do the group discussion. These students only copied answers from their group mates. They spent the time by chatting with other group mates or finishing their other homework. It seemed that these students were not aware of the importance of working together in a group. And then they did not feel as a part of the group. They were not quite sure with their answers. This condition was inhibiting most of the groups' activity in finishing their task.
 - 3) There were not maximal on time management, especially on the individual quiz activity. It consumed more time to finish the students' individual task. Most of them worked slowly to read the text.

C. Report of Cycle II

1. Planning of Cycle II

Based on the reflections in Cycle 1, the researcher and the English teacher planned some efforts to solve the problems found during the implementation of the actions in Cycle 1. In this cycle, the material was about a descriptive text. Moreover, in the second cycle, the time management and the group formation arranged well. The researcher still used the STAD in the teaching and learning process. The researcher made lesson plans before she did the actions in the class. She made two lesson plans in this cycle. She made lesson plans based on the curriculum for the senior high school students and the reflection of cycle I. In the first time, the teacher included the think-pair-share activity during the implementation of the STAD instruction in the teaching and learning process. In the end of the lesson, the researcher asked the students do the individual quiz.

2. Action, Implementation and Observation of Cycle II

The actions were conducted on 17th and 21st of May 2012. All actions were applied in every meeting. Based on the reflections of Cycle 1, there would be some plans in Cycle 2. Several actions were implemented in Cycle 2 by inserting Think-Pair-Share and Reading Group. The explanations of each action were as follows.

2. Improving students' reading comprehension through STAD

(a) First Meeting

Think-Pair-Shared activity was implemented on 17th of May 2012. The topic of this implementation was descriptive text. In this meeting, the material was

focused on understanding the language features of a descriptive text. The teacher showed an example of a descriptive text entitled "*The Borobudur Temple*" which would be discussed in the next meeting. Then she reminded students about the text organization and the purpose of a descriptive text. Most of students remembered well and were enthusiastic in answering the teacher's questions.

The teacher then showed three kinds of text. She asked students to choose one of the texts which belonged to descriptive text individually. Some students read the text seriously while some of them had a talk with their friends. The teacher then asked them to keep silent. After five minutes, she asked the students to choose their pairs. Then, they continued to complete their task in pairs. Besides choosing the text, they had to answer some questions related to the text. In this session, the students seemed seriously discussed the task.

The pair discussion was conducted about 20 minutes. After that, the teacher asked one of the pairs randomly to share their responses to the whole class. In this activity, some students were not ready to answer. That activity was conducted again until some pairs got a chance to read their answer.

In the further activity, the students gave responses and completed the blanks with the suitable words in the box of a descriptive text. This activity aimed to improve students' comprehension of a descriptive text. In this activity, students return to their group. The teacher distributed worksheets containing descriptive texts. Students discussed in their groups to give responses and complete the blanks of the texts. After about fifteen minutes, each group competed to share their answer. Then, the teacher asked to the students on the one of group to give

their responses, but the class situation became a little bit noisy because the students were too enthusiastic to raise their hands and told their name loudly. Students gave their responses together. Finally, the teacher guided the class discussion and gave a little review about the material. Therefore, most of students were interested in joining the activity. It was caused by the competitive atmosphere which motivated students to do the task well. Then, the teacher asked the students' to submit their work. After some minutes, the time was up. Then, the teacher ended the lesson and said "good bye".

(b) Second Meeting

The last meeting of this implementation was reading group activity. The last meeting was conducted on 21st of May 2012. As mentioned earlier, this activity was done in almost every meeting so that the students were able to work cooperatively with their group. The reading text was still a descriptive text. This topic actually has ever been discussed in the previous meetings. In this cycle, the teacher was only repeating the material through the same group and model of learning as activity on Cycle I.

The teacher reminded the material by asking some questions related to descriptive text to open the lesson. Most of students still remembered about the material. Then, the teacher gave a topic of descriptive text about "*A Beautiful Tourism Place*". Then, the teacher asked the students to mention their favorite tourism place and the characteristics of their favorite places. The teacher then showed a picture and a short text of "*Prambanan Temple*" to the students. "*Prambanan*" Temple is a kind of beautiful tourism place. The students looked at

the picture and mentioned the characteristics of “*Prambanan Temple*”. Then, the teacher asked the students about the purpose, the text organization and the language features of the descriptive text. The students learned and identified the text organization and language features of the text. The teacher then asked the students to identify adjectives and compound adjectives in the text. There were many students who said that they could find the adjectives and compound adjectives in the text.

Then, in this activity the teacher asked the students return to their group. Next, students did reading group activity to finish a group reading task. Here, the teacher distributed descriptive texts for each group. They made a group discussion to give responses based on the text. During the discussion, the class became a little bit noisy. Most of students looked interested to give their ideas and some of them were opening the dictionary and had a discussion with their friends. The teacher walked around the class to monitor the discussion process.

Furthermore, the teacher asked the groups to discuss the answers of the questions. Each group gave their idea which was discussed with their teammates before. In doing this activity, they looked enthusiastic because they were able to compete with other groups. When some groups could not find the answers, sometimes they asked the teacher about the vocabulary. It was because they did not check the dictionary. It made the other group followed to ask the vocabulary to the teacher. Then teacher asked them again to find the difficult words in the dictionary. The teacher then reminded the students to work on their own and help

each other in their group to find the answers. After they finished their work in group, the teacher asked the last group to read their answers.

After the discussion session, each group shared their idea to the students by doing a short presentation. In this session, a representative of the group presented their answer in front of the class. Then, the teacher guided the class discussion after all of the groups presented their project. Almost of the students involved in this learning activities actively. Finally, the teacher led the students to make the conclusion on the material and submitted the group tasks.

The teacher continued the next activity. The researcher then asked the students to give responses of a descriptive text entitled *The Amazing Taj Mahal in India* individually still in their group. There were three students who still found difficulties in comprehending a descriptive text. The students were still confused with the meaning of the words, it was because they did not bring a dictionary. Then the teacher gave other examples in the same meaning of the words. After the students finished their work, they exchanged their work with their friends in their group. Many students could correct their friends' work, but some students could not. The teacher then helped the students who cannot correct their friends' work correct it. Then, the teacher asked the students' to submit their work.

3. Reflection of Cycle II

According to the observation and interviews, the researcher made some reflection about the implementation of the actions in Cycle 2. In reference to the interview with some students, most of them liked the implementation of

Cooperative Learning type STAD activities in this cycle. Most actions in this cycle showed a better improvement than the previous cycle. The students as well as the teacher gave positive responses toward the actions conducted in this Cycle. As previous cycle, the implementation of reading group activities led students to actively engage in the reading process. They could work together on group to read and share ideas in understanding a reading text during discussion. This helped them understand the text through easier way. The students were able to share the same responsibility among their group's members and helped each other in completing every task. The group members also kept reminding each other to focus in doing their work. The students worked in their group to complete the task. These could be seen in the interview transcripts below.

(Interview 34)

- R : *Secara keseluruhan, kamu suka tidak dengan kegiatan reading seperti tadi?*
(‘In general, did you like the reading activity today?’)
- S : *Suka Mbak.*
(‘I liked it miss.’)
- R : *Kenapa kamu suka kegiatan itu?*
(‘Why did you like that activity?’)
- S : *Kan belum pernah, terus ada kegiatan individu tapi masih di dalam group juga. jadi nggak bosen.*
(‘It had never been conducted before, besides, there was an individual task in group. So I was not bored.’)
- R : *Kalau diskusi kelompoknya membantu tidak dalam belajar reading?*
(‘Did group discussion help you to learn reading?’)
- S : *Lumayan, lebih mudeng aja Mbak. Kalau susah bisa diajarin sama temanku.*
(‘It helped me miss. If there were any difficulties my friends would teach me.’)

(Taken on May 24th, 2012)

(Interview 25)

- R : *“Selamat pagi dik, seperti biasa mau tanya pendapatmu tentang kegiatan reading tadi. Gimana suka tidak?”*
(‘Good morning. As usual, I would like to ask your opinion about the reading activity today. Did you like it?’)
- S : *“Suka mbak.”*
(‘Yes, I liked it.’)

(Taken on May 21st, 2012)

Furthermore, many students liked this activity because they could choose their own pair in this cycle. Therefore, they felt more comfortable on doing the activity. However, there were some pairs who did not do the task seriously and made a noise during the discussion. These could be seen in the interview transcripts below.

(Interview 25)

R : *Menurut kamu, apa yang menyenangkan dari kegiatan think pair share tadi?*

(‘In your opinion, what was interesting from think pair shared activity today?’)

S : *Hmm.. Bisa pilih kelompok sendiri.*

(‘*Hmm.. we could choose our own group.*’)

(Taken on May 21, 2012)

(Interview 27)

R : *Gimana dik, suka tidak dengan kegiatan reading tadi?*

(‘How was about this activity today?’)

S : *Suka mbak.*

(‘I liked it, miss’)

R : *Kenapa?*

(‘Why’)

S : *Ya.. Kan bisa milih temannya sendiri mbak, jadi bisa lebih enak diskusinya.*

(‘I could choose my partner miss, so it more comfortable to discuss’)

R : *Lebih enak gimana?*

(‘How was more comfortable?’)

S : *Ya bisa lebih PD aja mbak, trus juga gak sungkan kalo mau usul.*

(‘I could more confident and gave my opinion.’)

(Taken on May 21, 2012)

In the implementation of STAD by inserting think-pair-share activity of a descriptive text could improve students’ motivation to read the text. By assigning them to participate directly to the group and pair discussions, students learned to comprehend the text more seriously. Their motivation to understand the reading

text and share ideas during this activity helped them improve their reading comprehension ability as shown in the interview transcripts below.

(Interview 29)

R : *Menurutmu, bagaimana dengan dengan kegiatan think pair share tadi? ?*

(‘In your opinion, what do you think about think pair share activity?’)

S : *Lumayan, miss.*

(‘It was good, miss.’)

R : *Lumayan gimana?*

(‘Why was it good for you?’)

S : *Kan baru pertama kali kegiatan kayak gini miss, tapi seru sih.*

(‘Because it was our first time to do that activity. But, it was quite exciting’)

R : *Serunya dimana?*

(‘Why was it exciting?’)

S : *Soalnya saat baca teks, kita bisa saling mengoreksi bacaan. Biasanya kan langsung dikoreksi ma bu guru.*

(‘Because we could correct our reading directly instead of being corrected by our teacher’)

(Taken on May 21, 2012)

(Interview 28)

R : *Kalau menurut kamu, kegiatan readingnya tadi bagaimana?*

(‘In your opinion, how was the reading activity this morning?’)

S : *Gimana ya? Bingung mbak menjelaskannya.*

(‘Well. I don’t know how to say.’)

R : *Kamu suka tidak?*

(‘Did you like it?’)

S : *Nggak begitu suka.*

(‘I did not like it much.’)

R : *Kenapa nggak suka?*

(‘Why didn’t you like it?’)

S : *Kalo aku lebih suka membaca sendiri mbak, jadi bisa lebih konsen.*

(‘I prefer read by myself miss, it could me to take more concentration.’)

(Taken on May 21, 2012)

The implementation of STAD on Cycle II activities also improve students’ activity. The students could learn to think about what they read individually and share their ideas on pair activity and the whole class. It supported students to be

more confident in getting their own way of reading which could make them fluent in comprehending a reading text as shown from the interview transcript below.

(Interview 30)

R : *Contoh perubahannya seperti apa Bu?*
(Can you give the example of that alteration mom?)

T : *Contohnya ya anak jadi lebih aktif dalam kelas dan lebih mandiri. Mereka belajar membaca dalam situasi yang menyenangkan didalam kelompok. Dan yang paling penting mereka bisa lebih aktif aja saya sudah senang mbak.*
(‘For example, the students became more active and independent. They learned reading in an enjoyable environment within their group. And the most important they could be more active. It made me happy.’)
(Taken on May 21, 2012)

Positive responses also came from the English teacher. She said that those activities were helpful for getting students’ attention to be focused on reading process. As a result, they were seriously involved in the discussion during reading and could finish the task well. Moreover, the English teacher commented that those activities helped her to control the students. By letting them finish the reading task on group, the teacher could observe how far students learned reading and involved in the group discussion. It could be seen from the interview transcripts below.

(Interview 36)

R : *Selama kegiatan ini, kalau untuk masalah kontrol terhadap siswa bagaimana Bu?*
(‘as long as these activities, how is the way to control the students, Ma’am??’)

T : *Saya pikir, dengan mereka sibuk mengerjakan tugas dan diskusi saya jadi lebih mudah melihat sejauh mana keaktifan siswa dalam mengikuti kegiatan belajar ini. Jadi kelihatan mana yang malas dan yang aktif.*
(‘I think, by making them busy to do the task and discussion, it makes me easier to see how far they actively involved in the learning activity.’)
(Taken on May 28th, 2012)

(Interview 30)

R : *Bu Endang, bagaimana menurut Ibu kegiatan think pair shared tadi*
(‘Mrs. Endang, what do you think about think pair shared activity this morning?’)

T : *Menarik, hampir semua siswa jadi memperhatikan dan serius waktu diskusi.*
(‘It’s interesting. Almost all students paid attention and learned seriously during discussion.’)

R : *Kenapa bisa begitu ya Bu?*
(‘How could that be Ma’am?’)

T : *Mungkin karena belajarnya hanya berdua, jadi lebih fokus nggak terlalu banyak ngobrol.*
(‘Maybe because of learning on pairs, they did not talk too much. So, they more focused on the discussion.’)

(Taken on May 21st, 2012)

She also commented on the time management which was better than the previous cycle. In this meeting, the time management for working in group, working in pairs and class discussion, was adequate. Besides, the group formation on work pairs was also better than the previous activities in Cycle 1. In this activity, students arranged their own pairs in order to do the tasks during the discussion. Furthermore, the teacher’ preparation was better and making the activity run well. These were presented in the interview transcript below.

(Interview 36)

R : *Untuk kegiatan hari ini, kira-kira masih ada kekurangannya tidak bu?*
(‘Are there any weaknesses for our activities today Ma’am?’)

T : *Pelaksanaannya sudah baik, sesuai dengan rencana. Untuk time managementnya juga sudah lebih baik, alokasi waktu untuk diskusi dan menyelesaikan tugas sudah cukup. Masalah dalam kelompok juga sudah bisa diminimalisir karena tadi milih pasangan sendiri. Terus terang, anak- anak jadi lebih aktif.*

(‘The activities run well as we planed. The time management was good. The time alocation for discussion and finished the tasks were better. Besides, the problems within group could be minimized because they choosed their own pairs. Honestly, the students were more active.’)

(Taken on May 28th, 2012)

In reference to the explanations above, the reflections of the implementation of cooperative learning type STAD on reading in Cycle 2 could be concluded as follows.

- a. The implementation of the actions in Cycle 2 solved the problems in Cycle 1. It included the teacher preparation, the group discussion and the time management. In this cycle the teacher was prepared well the material before. Besides, she gave a clear and simple instruction for the students during the activities. It made the implementation of the action better. Moreover, the group discussion especially on the think-pairs-shared activity was arranged based on students' choice of peers which was more effective in comprehending the texts. Furthermore, the time management in this activity was good because the whole activities could be implemented well. There was no lack or over of time allocation for each activity.
- b. Learning in groups in reading in this cycle could lead students' attention to be focused on the learning activity. By reading in groups, students' attention was focused on finishing the tasks. This was effective to increase students' achievement besides helping the teacher to control the classroom during the teaching and learning process.
- c. Think-pair-shared activities could be implemented successfully. Students became more active on these activities. They engaged actively and enthusiastically during the reading process. Besides, in pair discussion was running better because students were chose their own pairs. It made the students more confident in discussion and giving their idea.

- d. In reading group activity already conducted before, the students did not get bored to participate in these activities. The activities of following tasks were a little bit same as the previous activities. They got motivated to participate in the learning process and became aware of the importance of the strategies used in reading a text.
- e. The students gave more participate on individually task. This activity made them more seriously to finish their task. Though there were three students who confuse and did not understand the vocabulary of the text, but they were taking responsible to finish of the task. It was because the individual score influence the group score.

D. General Findings and Discussions

In reference to the implementation and reflections of the actions in Cycle 1 and Cycle 2, there were the general findings of the research below.

1. Student Teams Achievement Division (STAD) is the simplest strategy of the types of cooperative learning. It was effective to improve the quality in reading teaching and learning process through its steps of learning. In the process, students are engaged to involve and participate actively in the reading process through classroom presentation, reading group, individual and group quiz. Those ways of learning motivate students to comprehend the reading text easily. The students' reading comprehension ability can be improved.
2. Reading group on this reading activities give some benefits for both students and the teacher. For students, reading group building is effective to improve their responsibility, confidence and group cooperation on learning reading.

Through discussion and sharing ideas, students are assigned to think actively, seriously, and critically in reading. Furthermore, the use of group reading minimizes the domination of higher achievement students. Through discussion, students can help each other solve their problems. As a result, all of them have same opportunity and responsibility to participate in the reading activities. Moreover, reading group learning is also useful for teacher to control the classroom and engage students' attention during reading process.

3. There are some factors which should be considered in order to minimize the problems during the implementation of the actions. Firstly, the teachers' preparation and instruction for each activity during implementing each component of STAD determined the success of learning activity. Give clear and understandable instructions should be used in order to minimize students' confusion toward the implementation of each activity. Secondly, the group discussion gives big impact in the reading process. The groups were made by the teacher based on students' achievement. It can minimize students' complication in comprehension during learning process. Thirdly, the time management influences the effectiveness of reading activities. It should be prepared well in order to avoid the lack or over the time of learning activity.
4. Preparing the materials from other reading resources is necessary to support the components of implementation STAD in the reading process. This is useful for both students and the teacher to make the process of learning reading easier and more enjoyable. This is useful for both students and the teacher to increase reading ability in learning reading process.

5. The implementation of STAD activities on reading gives positive effects on improving students' reading comprehension ability. The result of the pre – test and post – test shows that students' reading comprehension scores were improved. After the post – test, the highest score is 84, the lowest is 56, and the class score average is 71.10. By comparing the result of the data of the pre – test and post – test, the students' individual achievement increases. It implies that the implementation of Students Teams Achievement Division (STAD) is effective to improve students' reading performance and achievement.

Moreover, the students' reading comprehension improved after the implementation of the actions. It could be seen from the students' reading score. There was an improvement from Cycle I to Cycle II. Statistically, the improvement is shown on the table below.

Table 4: The Result of the Students' Reading Comprehension Score

Data	After the Actions	
	Cycle I	Cycle II
Mean	83	88.5
Standard Deviation	12.9	11.14

Based on the result above, the research team agreed that the implementation were successful to improve students' involvement especially in reading. The researcher and the English teacher agreed to stop the research in Cycle II because the objective of the research has been achieved. Here, it can be concluded that applying the STAD makes the variety lower. It means that the STAD can improve the students' reading comprehension.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Chapter V deals with three issues. They are conclusions, implications, and suggestions. Each is presented below.

A. Conclusions

In reference to the discussions of the previous chapters, this research focus on improving students' reading comprehension by implementing the cooperative learning type Student Teams Achievement Divisions (STAD) technique. This technique is designed to help students read an English text by maximizing the use of small group work.

The implementation of STAD technique on the first and second cycles runs effectively. Students enjoy learning in groups. They help each other in solving problems during reading activities. Moreover, the activity of learning which give the same opportunity and responsibility for all students motivate them to participate actively in the learning process. Besides, the use of group work and think pairs share in reading also creates enjoyable atmosphere which can decrease students' confusion on learning. As a result, the process of teaching and learning reading in the classroom becomes more effective.

Some problems are found in the process of implementing the STAD technique in this research such as difficulty in managing the time of learning, the teacher's preparation is not maximal, and the participation and students' activity in group work. Even so, all of those problems can finally be solved throughout

this research. As a result, the process of implementing students' reading comprehension through STAD technique can be conducted effectively.

B. Implications

The research findings show that the implementation of cooperative learning type STAD technique in learning reading can improve students' reading comprehension especially in class X.A of SMAN 1 Karanganom, Klaten. This can be seen both from students' daily performance and their reading achievement.

The implementation of STAD technique gives positive effects on students' reading comprehension because of some reasons. Firstly, STAD technique activities are effective to increase students' motivation to learn reading systematically and seriously. Secondly, the use of group work and individual work in reading is successful to improve students' involvement and participation in reading activities. Besides, it helps students become more independent and critical in reading. Furthermore, the use of work pairs during reading increase students' interest and improve their reading comprehension. These imply that the use of STAD technique strategy in reading is believed to be helpful to improve students' reading comprehension through its cooperative and systematic structures of learning.

C. Suggestions

In accordance with the above conclusions and implications, the researcher proposes the following suggestions.

1. For English Teachers

In reference to the result of this action research, the cooperative learning type STAD technique is alternative way to improve students' reading comprehension through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply cooperative learning strategies by using STAD in the English teaching and learning in order to improve the quality of English teaching and learning process.

2. For students

Through its cooperative and systematic structures of learning, STAD technique is useful to improve students' reading comprehension. Then, the students are suggested to implement the principles of cooperative learning type STAD in their daily learning in order to achieve the better result of learning.

3. For other researchers

This research only focuses on implementing cooperative learning type STAD technique in the reading teaching and learning process. This research especially concerns on improving students' reading comprehension by maximizing students' cooperation, group work, critical thinking, and performance during the teaching and learning activities. Therefore, the other researchers may conduct research on the implementation of STAD technique in other aspects of study.

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APPENDICES

APPENDIX A

FIELD NOTES

FIELD NOTE

Field Note 1

Hari/ Tanggal: Selasa, 1 Mei 2012

Tempat : Ruang Wakasek

P : Peneliti

WK : Pak Wardoyo (Wakasek Kurikulum)

GBI : Guru Bahasa Inggris (Bu Endang Kusnowati, S.Pd)

P datang ke SMAN 1 Karanganom, Klaten menemui guru piket. P menjelaskan maksud kedatangannya. P bermaksud menemui wakil kepala sekolah khususnya bidang kurikulum untuk mengurus perijinan penelitian. P diantar oleh satpam sekolah untuk masuk ke ruang WK. Kebetulan WK sedang mengerjakan sesuatu di ruangan tersebut. P menemui dan berbincang sengan WK tentang prosedur untuk melakukan penelitian. setelah perijinan selesai, P diantar oleh GP ke kantor guru untuk menemui GBI. GP memperkenalkan P ke GBI tentang maksud dan tujuan kedatangannya. GP meninggalkan P dan GBI agar bisa leluasa untuk merencanakan kegiatan yang akan dilakukan oleh P. P menjelaskan secara singkat ke GBI. P menanyakan hal-hal yang berkaitan dengan KBM bahasa inggris serta hambatannya. GBI menjelaskan, tetapi percakapan tidak bisa lama karena GBI harus segera mengajar karena ada kelas. GBI berjanji akan membantu semaksimal mungkin. P minta no Hp GBI dan janji untuk ketemu lagi.

Field Note 2

Hari/ Tanggal: Rabu, 2 Mei 2012

Tempat : Ruang Guru

P kembali menemui GBI untuk membicarakan rencana kegiatan yang akan dilaksanakan. GBI menanyakan perkembangan rencana P. P menjelaskan sembari memberikan RPP kepada GBI. P bermaksud mengadakan pre test dan wawancara dengan siswa sebelum melakukan action pada cycle I. GBI mempersilakan untuk menggunakan jam mengajarnya esok paginya untuk melaksanakan pre test. Tanda bel pergantian jam pelajaran berbunyi. P pamit karena GBI harus segera mengajar di kelas.

Field Note 3

Hari/ Tanggal: Kamis, 3 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

P datang bersama GBI ke kelas X.A. Sebelum kegiatan belajar mengajar dimulai, GBI memperkenalkan P dan menyampaikan maksud kedatangan P. GBI menyuruh P duduk di kursi belakang. P mengadakan observasi kelas untuk mengetahui proses pembelajaran Bahasa Inggris dengan rincian sebagai berikut:

1. GBI membuka pelajaran dengan mengucapkan salam dan mengecek presensi siswa. Dua siswa ijin karena harus mewakili sekolah acara paduan suara di luar kota.
2. GBI lalu menanyakan PR mereka sebelumnya. Sebagian siswa masih sibuk dan ada yang belum mengeluarkan buku tugasnya.
3. Selanjutnya, GBI meminta murid yang duduk paling depan untuk membacakan jawaban dari pertanyaan yang ada di buku *Look a Head*.
4. GBI lalu memberikan perintah "*Open your book on page 125 and look at the picture. Coba tuliskan yang di dalam kotak itu dibaca.*" Siswa langsung memperhatikan gambar yang ada dalam buku paket. Kemudian, GBI menunjuk beberapa siswa untuk membaca bacaan yang ada gambarnya tersebut. Siswa yang ditunjuk untuk membaca teksnya terlihat malu untuk mengucapkannya. GBI lalu meminta murid-murid untuk mengerjakan soal pada halaman berikutnya.
5. Beberapa siswa tidak memperhatikan dan berbicara sendiri dengan temannya sehingga GBI menegur mereka.
6. Siswa mengerjakan tugas tersebut selama ± 25 menit. Selama mengerjakan tugas, beberapa siswa mondar-mandir untuk meminjam kamus dari temannya.
7. Setelah selesai mengerjakan tugas, GBI kembali meminta mencocokkan jawaban dengan menukar jawaban dengan teman sebangkunya. GBI meminta urutan selanjutnya tadi untuk membacakan jawaban soal tersebut. Setelah semua jawaban dibacakan oleh siswa, GBI memberikan kesempatan siswa untuk bertanya, namun tidak ada yang bertanya.
8. GBI lalu melanjutkan pelajaran dengan menyuruh siswa mengerjakan latihan di buku LKS. Siswa mengerjakan secara individu. Ada beberapa siswa yang tidak mengerjakan dan bercanda dengan teman lainnya.
9. Bel berbunyi, GBI menyuruh siswa menyelesaikan tugasnya di rumah. GBI menutup pelajaran dengan menyampaikan salam. Siswa berhamburan keluar kelas.

Field Note 4

Hari/ Tanggal: Sabtu, 5 Mei 2012

Tempat : Ruang Kelas X.A, dan ruang guru, SMAN 1 Karanganyar

P kembali ke kelas X.A untuk melakukan pre-test sebelum melakukan action pada cycle I. Pre test diadakan pada jam pelajaran pertama dan kedua, sekitar 90 menit. P membuka pelajaran dan membagi soal untuk dikerjakan oleh murid-murid secara individu. Murid-murid mengerjakan soal tidak dipekenankan untuk membuka kamus. P memperingatkan pada murid-murid untuk tidak meyontek di buku ataupun melirik jawaban temannya. Setelah waktunya habis P meminta murid-murid untuk mengumpulkan lembar jawaban dan soal kepada P. selanjutnya P menutup pelajaran dan kembali menemui GBI dan melaporkan kegiatan P pada waktu itu. P melaporkan pada GBI bahwa masih ada dua murid yang belum bisa ikut mengerjakan soal pre test karena ada kegiatan OSIS. GBI meminta besoknya lagi untuk member soal pada murid yang tidak bisa ikut mengerjakan tadi. Selanjutnya, P meneruskan pembicaraan mengenai rencana

action pada cycle I pada hari Senin berikutnya. GBI minta RPP untuk dipelajari dan mempersilakan P hari Senin untuk langsung masuk ke kelas dengan di dampingi GBI.

Field Note 5

Hari/ Tanggal: Senin, 7 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

Pada hari pertama implementasi actions research, P datang menemui GBI sebelum masuk ke dalam kelas untuk mempersiapkan media dan materi yang akan digunakan. Kemudian P bersama GBI masuk ke ruang kelas X.A. GBI memulai pelajaran, selanjutnya diserahkan kepada P. GBI menempati kursi dibagian paling belakang sehingga dapat mengamati secara keseluruhan proses pembelajaran. Berikut ini adalah uraian KBM pada pertemuan pertama:

1. GBI mengawali proses KBM dengan memberi salam, berdoa dan mengecek kehadiran siswa. Semua siswa hadir.
2. Untuk mengawali pelajaran, P bertanya pada siswa tentang berita actual akhir-akhir ini. Siswa menjawab bersamaan sehingga suasana kelas menjadi sedikit rebut.
3. Selanjutnya, P menunjukkan contoh dan *language feature* pada teks *news item*. Siswa memperhatikan dan kelas menjadi tenang kembali. Kemudian siswa diajak mencari teks organization. Suasana kelas menjadi agak ramai, akan tetapi guru dapat mengatasinya dengan menyuruh salah satu siswa untuk menjawab, meskipun jawabannya masih bercampur dengan Bahasa Indonesia.
4. Kemudian P membagi siswa kedalam kelompok yang terdiri dari 5 siswa yang telah disesuaikan dengan prinsip pembagian kelompok sebelumnya. Dalam pembagian kelompok ini, beberapa siswa laki- laki protes karena berada satu kelompok dengan siswa perempuan. Namun, guru memberikan pengertian dan mereka akhirnya mau bergabung dalam kelompok.
5. Setelah pembagian kelompok, P membagikan worksheet kepada setiap kelompok. Banyak siswa berisik karena mereka dibuat kelompok. P menyuruh mereka diam dan menjelaskan langkah- langkah kegiatan. Setelah siswa mengerti, guru menyuruh siswa memulai berdiskusi dan memberikan batasan waktu 15 menit untuk menyelesaikan worksheet mereka.
6. Pada saat diskusi, beberapa siswa bercanda dan mengganggu kelompok lain sehingga menimbulkan sedikit kegaduhan. GBI segera membantu memperingatkannya dan menyuruh mereka bekerja secara serius. Dalam mengerjakan worksheet, siswa terlihat aktif membuka kamus dan mengerjakan secara bersama- sama. P berkeliling kelas untuk memonitor siswa selama diskusi.

7. Setelah waktu batas waktu habis, P menyuruh siswa berhenti menulis. Kemudian beliau menerangkan bahwa salah satu anggota kelompok akan ditunjuk untuk mempresentasikan jawabannya. Hampir seluruh siswa mengatakan “Yahh..”. Semua siswa langsung sibuk membaca jawabannya karena takut akan ditunjuk.
8. P menunjuk salah satu anggota kelompok A untuk mempresentasikan hasil diskusinya. Dalam *short presentation* tersebut, hampir seluruh siswa yang maju terlihat tidak percaya diri dan kesulitan untuk berbicara dalam bahasa Inggris.
9. Setelah semua wakil kelompok maju, P mengajak siswa menyimpulkan materi yang dipelajari dari kegiatan tersebut dengan bertanya “*What did you learn from this activity?*” Beberapa siswa menjawab “*news item, membuat newsworthy, background dan source.*”
10. Bel berbunyi, P mengembalikan waktu ke GBI. Sselanjutnya GBI menutup pelajaran tanpa memberikan review terlebih dahulu.

Field Note 6

Hari/ Tanggal: Kamis, 10 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

P datang menemui GBI sebelum pelajaran dimulai untuk mendiskusikan RPP yang telah diberikan pada hari sebelumnya. Pada pertemuan kedua ini, P memegang penuh kegiatan siswa. GBI sesekali datang ke kelas untuk mengamati kegiatan dan situasi kelas lalu tak berapa lama GBI menyerahkan kelas sepenuhnya pada P karena GBI ada acara di kabupaten. Berikut ini adalah proses KBM untuk pertemuan kedua.

1. P membuka pelajaran dengan salam dan mengecek kehadiran siswa. Ada satu siswa yang tidak masuk sekolah karena sakit.
2. P mereview materi pada pertemuan sebelumnya dan sebagian besar siswa masih mengingatnya.
3. P meminta siswa untuk kembali ke kelompok masing- masing seperti pada pertemuan sebelumnya.
4. Kemudian, P membagikan teks bacaan news item kepada seluruh siswa dan menyuruh siswa mengerjakan di dalam kelompok mereka masing- masing. Mereka berdiskusi, sehingga kelas sedikit gaduh.
5. Beberapa siswa terlihat sibuk mencari kata sulit di kamus, tetapi ada juga yang terlihat ngobrol dengan kelompok lain. Beberapa siswa menanyakan kata sulit pada P tanpa membuka kamus terlebih dahulu. P meminta murid tersebut untuk kembali membuka kamus dan berdiskusi dengan teman kelompoknya.
6. Siswa berdiskusi dalam kelompok untuk menganalisa *surprising idea* dan memberi *responses* pada teks news item. Hampir seluruh siswa mengerjakan dengan serius, membuka kamus, membaca, berdiskusi, dll. Ada juga yang mondar- mandir untuk meminjam kamus maupun melihat pekerjaan temannya. P tidak menegur.

7. P berkeliling kelas untuk memonitor jalannya diskusi. Diskusi berlangsung kira-kira 20 menit. Setelah waktu diskusi habis, GBI menunjuk salah satu siswa perwakilan setiap kelompok untuk mempresentasikan hasil diskusi mereka. Beberapa siswa tidak mau maju karena merasa tidak siap sehingga digantikan dengan siswa lain. Presentasi berjalan cukup lancar.
8. Setelah semua kelompok selesai melakukan presentasi, worksheet hasil diskusi semua kelompok dikumpulkan. P selanjutnya memberi kesempatan pada siswa untuk bertanya, akan tetapi tidak ada siswa yang bertanya. P lalu mereview materi yang baru saja dipelajari.
9. Sebelum kegiatan selesai, bel berbunyi tanda waktu pelajaran sudah habis. P lalu menutup pelajaran.
10. P kembali ke kantor guru untuk melaporkan kegiatan pada hari itu kepada GBI, karena pada waktu itu GBI tidak bisa mengamati kegiatan di kelas karena harus mengantar murid mengikuti lomba debate di kabupaten.

Field Note 8

Hari/ Tanggal: Senin, 14 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

P datang menemui GBI sebelum pelajaran dimulai. Pada pertemuan ketiga ini, P memegang penuh kegiatan siswa. GBI duduk di bangku belakang, sesekali keluar kelas, mengamati kegiatan di kelas dari luar. Berikut adalah proses KBM untuk pertemuan ketiga.

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa. Selanjutnya GBI kembali menyerahkan kelas pada P. GBI mengamati dari belakang kelas.
2. Sebelum memberi individual quiz, P mereview materi yang sudah dipelajari pada pertemuan sebelumnya. Sebagian siswa masih ingat dan sebagian lainnya sudah lupa. P kemudian menyampaikan materi pertama yang telah dipelajari yaitu struktur teks news item dengan menggunakan contoh teks dan mengecek pemahaman siswa mengenai isi teks dengan menanyakan "*What is the newsworthy event of this text?*" Sebagian besar siswa sudah mengetahui isi teks.
3. P kembali mengingatkan siswa mengenai *text organization* yang telah dipelajari pada pertemuan sebelumnya.
4. Selanjutnya P menjelaskan cara mengidentifikasi text organization dengan membuat bagan-bagan pada teks tersebut. Siswa merespon dengan antusias.
5. Selanjutnya, P meminta siswa untuk tetap pada tempat duduknya karena mereka akan melakukan kegiatan individual test.
6. Selanjutnya P membagi worksheet untuk dikerjakan oleh siswa secara individu tanpa membuka kamus. Sebagian siswa protes karena mereka mengalami kesulitan mengerjakan tanpa membuka kamus.
7. Siswa mengerjakan soal tersebut dengan tenang, tetapi ada siswa yang terlihat melihat pekerjaan temannya. Kelas menjadi sedikit gaduh. P memperingatkan untuk tidak menyontek hasil jawaban temannya. Kelas kembali tenang.

8. Siswa sesekali bertanya pada P tentang kata yang tidak mereka ketahui. P memberi jawaban dengan cara membuat contoh kalimat bahasa Inggris yang mempunyai arti kata yang sama. Siswa protes karena tetap tidak tahu apa artinya.
9. Diakhir kegiatan P meminta siswa untuk mengumpulkan answersheet dengan cara menyalurkan lembar answersheet dari bangku paling belakang ke depan. Ada beberapa siswa yang menggunakan kesempatan tersebut untuk menyontek jawaban dari temannya. Lalu P dibantu oleh GBI langsung mengambil answersheet dari siswa.
10. P memberikan kesempatan untuk bertanya, dan tidak ada yang bertanya. Karena bel sudah berbunyi, P menutup pelajaran dengan memberikan salam.
11. P dan GBI kembali ke kantor guru untuk membicarakan evaluasi kegiatan yang telah dilakukan dan rencana kegiatan untuk cycle II.

Field Note 9

Hari/ Tanggal: Senin, 21 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

Pada pertemuan pertama di cycle dua, P menemui GBI sebelum masuk ke dalam kelas untuk membahas RPP yang sudah P berikan pada GBI pada hari sebelumnya. P bersama GBI kemudian masuk ke kelas bersama-sama. GBI mengawali pelajaran sebelum diserahkan sepenuhnya pada P. Proses KBMnya adalah sebagai berikut:

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa. Semua siswa hadir. GBI lalu menyerahkan proses KBM kepada P.
2. P mengambil alih kelas, kemudian bertanya pada siswa mengenai fungsi teks deskriptif. Sebagian besar siswa menjawab bersama-sama sehingga kelas menjadi ramai dan bersemangat meskipun ada beberapa siswa yang terlihat kurang memperhatikan.
3. Setelah mengecek pemahaman siswa, P memberi contoh teks deskriptif dengan teks organizationnya. P kemudian menanyakan beberapa pertanyaan berkaitan dengan karakteristik teks deskriptif. Sebagian besar siswa masih mengingatnya.
4. Untuk latihan, P dengan dibantu GBI membagikan worksheet berisi deskriptif teks kepada seluruh siswa. Kemudian GBI menyuruh siswa memperhatikan dan menjelaskan bahwa siswa akan melaksanakan kegiatan bernama think-paired-shared. Siswa yang tadinya ramai menjadi tenang. P kemudian menjelaskan kepada siswa aturan-aturan dalam think-paired-shared activity. Beberapa siswa bertanya setelah P memberikan penjelasan.
5. Siswa kemudian terlihat membaca teks dalam worksheet tersebut secara individu meskipun ada juga yang bertanya kepada teman sebangkunya. Beberapa siswa terlihat mondar-mandir meminjam kamus kepada temannya. Suasana kelas menjadi tenang ketika siswa serius membaca teks tersebut.

6. Setelah ± 5 menit, GBI kemudian menyuruh siswa untuk mencari satu teman yang nantinya akan menjadi partner pasangannya. Sebagian besar dari mereka memilih teman sebangkunya sebagai pasangannya, tapi ada juga yang tidak dengan teman sebangkunya. Mereka lalu berdiskusi sesuai dengan pasangannya.
7. Selanjutnya, P menyuruh siswa berhenti berdiskusi. Beliau kemudian menunjuk beberapa siswa secara bergantian untuk menyampaikan jawabannya. Beberapa siswa yang ditunjuk terlihat kaget, namun selanjutnya bisa menjawab dengan benar. P kemudian menanyakan beberapa pertanyaan seputar isi teks kepada siswa. Siswa menjawab bersama- sama. Sebagian besar siswa tidak mengalami kesulitan untuk menjawab.
8. P kemudian melanjutkan pelajaran dengan menjelaskan kepada siswa mengenai struktur teks deskriptif menggunakan teks tersebut dan menyuruh siswa mengidentifikasi struktur teks tersebut bersama- sama. Siswa dengan antusias merespon penjelasan guru dengan menyebutkan bagian- bagian teks bersama- sama.
9. Selanjutnya, P mengatakan bahwa siswa akan bermain think-pair-shared game. Siswa terlihat bersemangat. P kemudian menjelaskan aturan permainannya, siswa memperhatikan.
10. Setelah siswa mengerti, P dengan dibantu GBI membagikan worksheet berisi teks deskriptif. Siswa secara berpasangan berdiskusi selama lima menit untuk member respones pada teks tersebut. Siswa serius berdiskusi, beberapa siswa terlihat bingung karena tidak membawa kamus. P berkeliling kelas untuk memonitor kegiatan siswa.
11. Setelah waktu diskusi habis, P menyuruh siswa untuk member responnya secara acak. Siswa memperhatikan dan terlihat tegang. Kemudian untuk mempermudahnya, P menyuruh salah satu siswa dalam kelompok memberi responses pada worksheet yang telah mereka diskusikan dengan pasangannya sebelumnya. P menanyakan beberapa pertanyaan tentang isi teks dan menyuruh siswa menjawab bersama- sama. Siswa terlihat tidak mengalami kesulitan dalam menjawab pertanyaan. P kemudian memberikan kesempatan kepada siswa untuk bertanya, akan tetapi tidak ada siswa yang bertanya.
12. P memberi sedikit kesimpulan pada kegiatan ini sebelum dilanjutkan ke kegiatan berikutnya.
13. Selanjutnya P meminta siswa untuk kembali ke kelompoknya lagi, kelompok masih sama dengan kelompok sebelumnya.
14. P memberi worksheet untuk setiap kelompok untuk melengkapi kalimat dengan kata-kata yang sesuai dan meberi respones pada beberapa teks deskriptif.
15. P meminta siswa untuk mendiskusikan worksheet tersebut di dalam kelompoknya sebelum nanti dipresentasikan hasil jawaban mereka di depan kelas.
16. Setelah beberapa menit P meminta salah satu wakil group untuk membacakan hasil diskusi mereka. P memimipin diskusi kelas. Sebagian besar dari mereka berebut untuk menjawab dengan mengangkat tangan mereka. kelas menjadi

sedikit gaduh, akhirnya P meminta salah satu untuk membacakan hasil diskusi mereka.

17. P lalu mengajak siswa untuk sedikit mereview materi yang sudah dibahas. Bel berbunyi, siswa menjadi berisik, kemudian P menutup pelajaran dengan memberikan salam.
18. P dan GBI kembali ke kantor guru untuk mengevaluasi kegiatan yang telah dilakukan dan membicarakan persiapan untuk pertemuan berikutnya.

Field Note 10

Hari/ Tanggal: Kamis, 24 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

P datang menemui GBI sebelum pelajaran dimulai. P datang terlambat lima menit dari waktu yang telah dijanjikan sebelumnya. P meminta maaf pada GBI karena harus menggandakan worksheet dahulu. Berikut adalah proses KBM untuk pertemuan kedua pada cycle II:

1. GBI membuka pelajaran dengan memberikan salam dan mengecek presensi siswa. Selanjutnya GBI kembali menyerahkan kelas pada P. GBI mengamati dari belakang kelas.
2. P mereview materi yang sudah dipelajari pada pertemuan sebelumnya. Sebagian siswa masih ingat dan sebagian lainnya sudah lupa.
3. P kembali mengingatkan siswa mengenai *text organization* dan *language features* yang telah dipelajari pada pertemuan sebelumnya.
4. Selanjutnya, P meminta siswa untuk kembali pada kelompok seperti sebelumnya.
5. Selanjutnya P membagi worksheet untuk dikerjakan dan di diskusikan dengan kelompok mereka masing-masing. Sebagian siswa protes karena mereka mengalami kesulitan karena tidak membawa kamus. P mengingatkan agar mereka kerjasama dengan kelompoknya masing-masing.
6. Kelas menjadi sedikit gaduh, karena siswa terlihat aktif diskusi dengan kelompoknya dan sesekali mereka membuka kamus. P memperingatkan bahwa mereka bersaing antar group.
7. Sesekali siswa bertanya pada P tentang kata dan beberapa soal yang membuat mereka tidak paham. P menjelaskan dan member beberapa contoh kalimat yang memiliki arti yang sama dengan kata yang ditanyakan oleh siswa. Siswa meggerutu karena belum paham apa yang dimaksud, kemudian P meminta siswa untuk membuka kamus.
8. Setelah beberapa menit siswa telah menyelesaikan worksheet yang telah di diskusikan. P memimpin diskusi dan meminta perwakilan dari kelompok terakhir untuk memberikan beberapa responses hasil diskusi mereka. Wakil kelompok maju ke depan kelas untuk memberi responses terhadap hasil yang telah mereka diskusikan dengan kelompoknya sebelumnya.
9. Setelah semuanya bisa mempresentasikan hasil diskusinya, P memebri sedikit kesimpulan pada kegiatan tersebut dan melnjutkan kegiatan berikutnya.
10. Selanjutnya P membagi worksheet lagi dan meminta siswa untuk mengerjakannya secara individu untuk dikerjakan di dalam kelompoknya

masing- masing. Terlihat tiga siswa yang bingung karena mereka tidak membawa kamus. Mereka bertanya pada P tentang arti kata pada teks yang tersedia. P memberi contoh dengan kalimat yang memiliki arti yang sama. Siswa sedikit mengerti tentang artinya.

11. Setelah siswa selesai mengerjakan, P meminta siswa untuk menukarkan lembar jawaban mereka pada teman kelompoknya. Beberapa siswa tidak bisa mengoreksi jawaban temannya, P membantu mengoreksi siswa yang mengalami kesulitan dalam mengoreksi.
12. Setelah beberapa menit siswa selesai mengoreksi jawaban temannya. P meminta siswa untuk mengumpulkan answersheet tersebut untuk dikoreksi oleh P kembali.
13. Bel pelajaran berbunyi. P mengakhiri pelajaran dengan salam dan mengingatkan siswa kembali bahwa pertemuan berikutnya akan ada post test.

Field Note 11

Hari/ Tanggal: Sabtu, 26 Mei 2012

Tempat : Ruang Kelas X.A, SMAN 1 Karanganom

P kembali ke kelas X.A untuk melakukan post-test setelah melakukan action pada cycle I. Post test diadakan selama 90 menit. P membuka pelajaran dan membagi soal untuk dikerjakan oleh murid- murid secara individu. Murid-murid mengerjakan soal tidak dipekenankan untuk membuka kamus. P memperingatkan pada murid-murid untuk tidak meyontek di buku ataupun melirik jawaban temannya. Setelah waktunya habis P meminta murid-murid untuk mengumpulkan lembar jawaban dan soal kepada P. Selanjutnya P menutup pelajaran dan kembali menemui GBI di kantor guru. P melaporkan pada GBI bahwa semua siswa hadir dan bisa mengikuti post test.

Field Note 12

Hari/ Tanggal: Senin, 28 Mei 2012

Tempat : Kantor Guru, SMAN 1 Karanganom

P kembali ke kantor guru untuk sesuai dengan perjanjian sebelumnya. Setelah mengisi daftar tamu di ruang satpam, P dipersilakan ke kantor guru untuk menemui GBI. P bertemu dengan GBI dan menyerahkan semua nilai dari dari kegiatan pada pre test, post test dan beberapa kegiatan pada cycle I dan cycle II. GBI merasa senang dan terbantu dengan nilai tersebut karena sebagian akan digunakan untuk nilai rapor siswa. Kemudian P berdiskusi dengan GBI mengenai kegiatan yang telah dilakukan. Akhirnya P memberi kenang- kenangan sebagai ungkapan terima kasih karena sangat kooperatif selama P mengadakan penelitian di kelas GBI.

APPENDIX B

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPT

Hari, tanggal : Selasa, 1 Mei 2012
 Tempat : Kelas X.A
 Narasumber : Siswa kelas X.A

Peneliti (P) datang ke sekolah untuk menemui siswa (S) kelas X.A di ruang kelas saat istirahat pertama berdasarkan rekomendasi GBI pada hari sebelumnya.

Interview 1

- S : Rizky
- P : “Rizki suka Bahasa Inggris ngga?”
 S : “Tergantung Mbak.”
 P : “Tergantung apa?”
 S : “Ya kalo pelajarannya gampang ya suka, kalo susah ya ngga suka.”
 P : “Kalo pas kegiatan reading atau baca teks bahasa Inggris suka nggak?”
 S : “Kalo teksnya gampang ya lumayan suka, tapi seringnya males.”
 P : “Malesnya kenapa? Males sama materinya apa sama kegiatannya?”
 S : “Kegiatannya, itu- itu aja mbak.”
 P : “Maksudnya?”
 S : “Seringnya cuma disuruh baca di buku paket terus ngerjain soal, kan bosen.”
 P : “Kamu pengennya gimana sih biar bisa paham terus nggak males lagi?”
 S : “Yang beda gitu mbak.”
 P : “Yang menarik atau bagaimana?”
 S : “Iya yang menarik dan gampang biar cepet mudeng.”
 P : “Ok. Kalo waktu membaca teks bahasa Inggris, ada kesulitan tidak?”
 S : “Banyak mbak.”
 P : “Misalnya?”
 S : “Bingung artinya, teksnya banyak, sama susah kalo suruh jawab pertanyaan.”
 P : “Kira- kira apa sih yang membuat kamu merasa kesulitan? ”
 S : “Nggak tau mbak, susah aja. Nggak tahu artinya mbak.”
 P : “Bu Guru kalo ngajar reading pernah pakai disuruh mengerjakan dengan kelompok ndak?”
 S : “nggak pernah, mbak. Selalu disuruh mengerjakan sendiri terus.”
 P : “Oh gitu ya. Ya udah, makasih ya...”

Interview 2

- S : Nisa
- P : “Nisa suka pelajaran bahasa Inggris ngga?”
 S : “Lumayan mbak.”

- P : “Kalo membaca teks bahasa Inggris suka ngga?”
 S : “Lumayan juga.”
 P : “Kenapa lumayan?”
 S : “Kan kadang susah kadang gampang, jadine nggak suka banget.”
 P : “apa yang membuat susah dik?”
 S : “Artinya kadang nggak tau.”
 P : “Emangnya nggak bawa kamus?”
 S : “Kadang bawa kadang nggak. Berat si mbak.”
 P : “Emang kalau dikelas, pas kegiatan reading. Kegiatannya ngapain aja?”
 S : “Biasanya baca teks di buku paket habis itu mengerjakan soal terus dicocokan.”
 P : “Pernah ada kegiatan lain kayak dibentuk kelompok gitu nggak?”
 S : “Nggak pernah mbak..”
 P : “Menurut kamu enakan mana belajar sendiri atau berkelompok?”
 S : “Kelompok dong, kan bisa nggarap bareng- bareng.”
 P : “Emang kalau sendiri kenapa?”
 S : “Susah mbak kan nggak bisa sharing.”
 P : “Kamu suka tidak dengan kegiatan seperti yang sudah dilaksanakan selama ini?”
 S : “Nggak, bosen.”
 P : “Terus kira- kira kamu pengennya kegiatan yang seperti apa?”
 S : “Yang menarik terus nggak mboseni.”
 P : “Oh iya, kalo misalnya pas kegiatan baca itu ada kesulitan, apa yang kamu lakukan?”
 S : “Kalo nggak nanya sama Bu Guru ya tanya temen.”
 P : “Gitu ya, ada kesulitan lain ngga?”
 S : “Nggak mbak.”
 P : “Ok, makasih ya Nisa.”

Hari, tanggal : Rabu, 2 Mei 2012

Tempat : Kelas X.A

Narasumber : Siswa kelas X.A

P datang kembali ke sekolah untuk menemui S kelas X.A di ruang kelas saat istirahat pertama dan istirahat kedua untuk melanjutkan interview.

Interview 3 & 4

S1 : Catur. S2: Ardi

- P : “Halo, Dik Catur dan dik Ardi, boleh minta waktunya sebentar?”
 S1& S2 : “Iya, mbak. Monggo..”
 P : “Catur dulu ya, kamu suka bahasa Inggris ngga?”
 S1 : “Suka...”
 P : “Kalo baca teks bahasa Inggris suka nggak?”
 S1 : “Suka tapi males mbk”
 P : “kenapa?”

- S1 : "Banyak yang nggak tau artinya sama teksnya banyak banget."
P : "Menurut kamu, kegiatan reading dikelas selama ini sudah cukup bagus atau belum untuk mempermudah kamu belajar membaca teks bahasa Inggris?"
- S1 : "Gimana ya, buat aku si kurang mbak."
P : "Kuranganya dimana?"
- S1 : "Tiap ada bacaan cuma suruh baca terus ngerjain soal di buku paket jadi males belajarnya atau kalo nggak disuruh nggarap LKS. Ngantuk."
P : "Kegiatannya individu atau kelompok?"
- S1 : "individu mbak."
P : "Kalo kamu lebih suka yang mana, belajar kelompok atau individu?"
- S1 : "Ya kelompok dong mbak."
P : "Kenapa kelompok?"
- S1 : "Kan bisa tolong menolong mbak."
P : "Menurut kamu, kegiatan belajar seperti apa yang kamu inginkan ketika belajar reading?"
- S1 : "Yang menyenangkan, rame terus nggak mboseni."
P : "Oke deh. Nah sekarang dik Ardi, kamu suka baca teks bahasa Inggris nggak?"
- S2 : "Ya dikit-dikit lah"
P : "Kok cuma dikit alasannya kenapa?"
- S2 : "Aku si sebenere suka mbak, cuma nggak bisa jadinya ya nggak begitu suka."
P : "Emang kendala apa saja yang kamu hadapi waktu reading?"
- S2 : "Sama kayak Catur, arti kata sama grammarnya terus nerjemahinnya susah mbak."
P : "Bukannya kamu bawa kamus waktu pelajaran?"
- S2 : "Iya sih, tapi kan susah juga mbak memahami isinya, apalagi kalo suruh jawab pertanyaan. Mumet mbak."
P : "Kalo pelajaran reading dikelas menurut kamu menarik tidak?"
- S2 : "Nggak, mboseni iya. Mosok tiap hari cuma baca buku mbak kan nggak asik."
P : "jadi materinya juga cuma diambil dari buku paket ya?"
- S2 : "Iya, sama LKS."
P : "Oh iya, kalo Catur tadi kan lebih suka belajar kelompok, kalo kamu gimana?"
- S2 : "Sama mbak, kelompok. Apalagi kalo sekelompok sama yang pinter-pinter."
P : "Emang kenapa kalo sama yang pinter?"
- S2 : "Kan kalo ada kesulitan jadi bisa diajarain."
P : "Ah, mesti biar nggak susah- susah mikir. Ya kan?"
- S2 : "Hehe iya sih mbak."

- P : “Ok... ada kesulitan lain ngga?”
 S2 : “Nggak ada.”
 P : “Ya udah, makasih ya waktunya....”

Hari, tanggal : Rabu, 2 Mei 2012
 Tempat : Kelas X.A
 Narasumber : Siswa kelas X.A

P melanjutkan wawancara dengan beberapa siswa lain dikelas X.A saat istirahat kedua untuk mengetahui lebih lanjut tentang proses pembelajaran Bahasa Inggris dikelas dan kesulitan yang mereka hadapi.

Interview 5

- S : Alfia
- P : “Dik Alfia suka bahasa Inggris ngga?”
 S : “Suka banget dong mba, kan penting itu mbak.”
 P : “Emang penting buat apa?”
 S : “Biar gaul mba, biar kalo ketemu bule bisa ngomong mbak hehe..Nggak ding kan besok kalo ujian wajib lulus jadi harus suka.”
 P : “Kalo membaca teks atau artikel berbahasa Inggris kira- kira suka nggak?”
 S : “Suka sih tapi ya yang kata- katanya gampang.”
 P : “Pernah baca teks apa saja?”
 S : “Emm, banyak yang dibuku paket terus kadang kalo buka internet juga baca yang bahasa Inggris.”
 P : “Ada kesulitan ngga sih baca teks seperti itu?”
 S : “Banyak mba.”
 P : “Apa aja kesulitannya?”
 S : “Dari kosa katanya, cara bacanya, artinya terus susunan kalimatnya suka susah dipahami.”
 P : “Emang kalo untuk memahami isi sebuah teks bacaan, apa kamu harus menerjemahkan dulu atau cukup dicari kata- kata yang penting saja?”
 S : “Seringnya sih diterjemahkan dulu, tapi kadang kalo kata- katanya mudah ya nggak harus diterjemahkan semua.”
 P : “Menurut kamu, kegiatan reading dikelas sudah banyak membantu kamu memecahkan kesulitanmu dalam memahami bacaan bahasa Inggris belum?”
 S : “Lumayan sih, kalo lagi mudeng ya jadi gampang paham tapi kadang juga susah banget.”
 P : “Sering mudengnya apa nggak mudengnya?”
 S : “Mudengnya mbak.”

- P : “Menurut kamu ada hal- hal yang harus diperbaiki nggak dari pembelajaran reading selama ini?”
- S : “Ya ada mba, gurunya kadang suka cerita kemana mana jadi malah nggak jelas sama kegiatannya kurang menarik, bosan.”
- P : “Pengennya yang gimana sih?”
- S : “Ya yang menyenangkan dan memudengkan mbak.”
- P : “pernah dibuat kelompok-kelompok gitu ngga?”
- S : “Kayaknya belum mba.”
- P : “Ok, ada kesulitan lain ngga?”
- S : “Ngga kayaknya.”
- P : “Ya udah makasih ya dek.”

Interview 6

- S : Talitha
- P : “Hallo, dik Talitha, boleh minta waktunya sebentar?”
- S : “eh iya mbk, silakan.”
- P : “Talitha suka ngga sama bahasa Inggris?”
- S : “Nggak mbak.”
- P : “Kenapa nggak suka?”
- S : “*Angel* mbak.”
- P : “Kalo membaca teks bahasa Inggris?”
- S : “Apalagi baca, ngomong saja aku susah mbak.”
- P : “Emang susahnya dimana?”
- S : “Nggak tau artinya sama terjemahannya.”
- P : “Lha kalo pas pelajaran suruh baca teks gimana?”
- S : “Ya buka kamus kalo nggak tanya Bu Guru.”
- P : “Emang suka bawa kamus?”
- S : “Kadang mbak.”
- P : “Berarti kamu kesulitan juga dong waktu memahami isi teks yang kamu baca?”
- S : “Iya mbak apalagi kalau suruh jawab pertanyaan di buku paket, wah puyeng.”
- P : “Dikelas waktu habis membaca teks terus kalian ngapain?”
- S : “Ya ngerjain latihan di LKS.”
- P : “Pernah dibuat kelompok gitu ndak dek?”
- S : “Setahuku nggak pernah.”
- P : “Oh, menurut kamu kegiatan seperti apa yang enak buat belajar reading?”
- S : “Ya yang menyenangkan terus nggak ngantuki.”
- P : “Oke deh, ada lagi kesulitan lain nggak?”
- S : “Cukup lah mbak.”
- P : “Ya dah dik Talitha makasih ya atas waktunya.”
- S : “Ya mbak.”

Interview 7

- S : Argo
- P : “hallo dik Argo, Argo suka bahasa Inggris ngga?”
- S : “Lumayan mba.”
- P : “Kalo membaca teks berbahasa Inggris suka ngga?”
- S : “Nggak begitu suka sih soalnya sulit mba.”
- P : “Kenapa ko sulit?”
- S : “Kenapa ya, emm kayaknya si karena nggak tau kata- katanya mbak.”
- P : “Kan bisa lihat kamus.”
- S : “Males mbak.”
- P : “Kenapa?”
- S : “Berat mba.”
- P : “Nggak pinjem di perpustakaan?”
- S : “Kadang sih mba kalo disuruh sama Bu guru.”
- P : “Terus ada kesulitan lain ngga?”
- S : “Sering nggak mudeng sama pelajarannya.”
- P : “Yang buat bingung apanya?”
- S : “Neranginnya nggak jelas terus ngantuki jadi tambah nggak dong mbak.”
- P : “Emang kalo pas pelajaran reading kalian ngapain aja?”
- S : “Ya baca buku terus menjawab pertanyaan.”
- P : “Pernah ada kegiatan kayak dibuat kelompok gitu nggak waktu pelajaran reading?”
- S : “Kayake belum pernah mbak.”
- P : “Menurut kamu kalau dibuat kelompok kayak gitu membantu tidak buat kamu memahami materi?”
- S : “Iya mba, jadi bisa sharing ma temen.”
- P : “Ada kesulitan lain nggak dek?”
- S : “Ada mbak, semua susah hehe...”
- P : “Oke deh, makasih ya dek.”
- P : “Sama- sama mbak.”

Hari, tanggal : Jumat, 4 Mei 2012

Tempat : Kantor guru SMAN 1 Karanganyar

Narasumber : Guru Bahasa Inggris – Ibu Endang Kusnowati, S.Pd.

P menemui GBI untuk membicarakan rencana penelitian dan hasil wawancara dengan siswa.

Interview 8

- GBI : Gimana mbak hasilnya? Saya bisa membantu apa ki? Silakan duduk..
- P : “hhmm nggih bu, kemarin saya sudah melakukan wawancara dengan beberapa siswa dari kelas X.A sesuai dengan rekomendasi Ibu.”
- GBI : “Ya, bagaimana hasilnya?”

- P : “Seperti yang saya pernah ketahui sebelumnya waktu observasi kelas dulu, tidak banyak yang berubah. Dari hasil wawancara, rata- rata dari mereka memang kurang suka kepada bahasa Inggris itu sendiri terutama pada reading Bu.”
- GBI : “Memang, dari pengamatan saya selama ini rata- rata anak tidak suka bahasa Inggris. Mbak bisa lihat kan kalo diajar wah banyak yang males. Sampai capek saya kadang- kadang.”
- P : “Kalo untuk reading sendiri, ketika saya tanya ternyata ada beberapa alasan yang membuat mereka kesulitan memahami teks bahasa Inggris.
- GBI : “Masalah anak itu sebenarnya seputar penguasaan vocabulary, pronunciation dan grammarnya. Jadi kalo ada pelajaran suruh baca teks misalnya suruh baca giliran, anak masih kurang bagus pronunciationnya. Malah kadang jadi lucu- lucu kalo didengarkan. Nek yang paling utama sih vocabnya anak-anak ki masih sangat terbatas mbak.
- P : “Betul Bu, mereka memang kemarin juga bilang kalo kosakata dan arti jadi kesulitan utama dalam proses reading. Bukannya anak- anak suruh bawa kamus ya Bu waktu ada pelajaran Bahasa Inggris?”
- GBI : “Oh iya, saya itu sudah mewajibkan anak bawa kamus setiap pelajaran bahasa Inggris tapi susahnya minta ampun. Kadang malah sampai saya ambilkan dari perpustakaan, tapi kalo dasarnya sedang males ya males mbak.”
- P : “Oh iya Bu, kalau kegiatan dikelas waktu reading itu biasanya ngapain aja Bu?”
- GBI : “Biasanya ya reading teks, anak- anak baca bergiliran kemudian mencari kata- kata sukar lalu menjawab pertanyaan dari teks itu.”
- P : “Kalau teksnya biasanya diambil dari mana Bu?”
- GBI : “Dari buku Look A Head atau LKS biasanya. Kalo saya pakainya ya pake buku itu mbak. Kadang saya pingin carikan dari internet atau buku lain, cuma saya ndak bisa pake internet dan ndak sempet jadi ya saya pake buku atau LKS yang sudah pasti mereka bawa sendiri- sendiri.”
- P : “Kalau untuk variasi kegiatannya atau penggunaan media Bu?”
- GBI : “Ya, ngaku saya mbak kalau kegiatan readingnya memang masih monoton. Itu tadi kendalanya sama waktu, kadang pengen buat kegiatan yang lain tapi kan harus ada rencana dulu. Nah kadang pulang sekolah sudah capek jadi tidak sempat.”
- P : “Nggih Bu. Kalau untuk medianya Bu?”
- GBI : “Media ya cuman pake buku itu. Soale aku gak bisa buat powerpoint he mbak. Sebenarnya setiap kelas juga sudah tersedia lcd, tapi ya gimana lagi.. lha wong saya ndak bisa menggunakannya, kadang juga ke laboratorium bahasa untuk skill listening.

- P : “Begitu ya Bu, berarti sebenarnya memang kalau untuk reading process masih perlu peningkatan ya Bu?”
- GBI : “Tentu saja, makanya waktu mbak Ayuk bilang mau penelitian di kelas saya ini saya setuju sekali.”
- P : “Iya Bu semoga saja penelitian saya bisa bermanfaat. Oh iya Bu, kebetulan ini saya sudah membawa lesson plan nya, mungkin ada masukan dari Ibu nanti.”
- GBI : “oh ya.. wah untuk itu saya serahkan semua pada mbak aja, kalo dari dosen pembimbingnya sudah ok saya ya manut aja. Cuman masukan aja untuk teksnya mungkin diambilkan dari internet aja mbak, biar anak-anak punya wawasan yang lebih luas.”
- P : “Oh nggih Bu. Makasih Bu.”

Hari, tanggal : Sabtu, 5 Mei 2012

Tempat : Kantor guru SMAN 1 Karanganyar

Narasumber : Guru Bahasa Inggris – Ibu Endang Kusnowati, S.Pd.

Berdasarkan janji yang telah dibuat, P menemui GBI untuk mendiskusikan mengenai hasil observasi, interview dan pre- test untuk diidentifikasi. Setelah berdiskusi, P dan GBI menyepakati beberapa masalah dalam pembelajaran reading yang memungkinkan untuk dipecahkan dengan menggunakan strategi STAD. Selain itu, P dan GBI juga membuat rencana actions yang akan diimplementasikan pada cycle 1.

Interview 9

- GBI : “Gimana kemarin pre-testnya sukses?”
- P : “Alhamdulillah Bu, sudah selesai, hanya ada 2 siswa yang belum ikut karena ada acara OSIS. ”
- GBI : “Oh itu, nanti bisa menyusul.”
- P : “Iya Bu, tadi juga sudah saya sampaikan ke siswa.”
- GBI : “Bagaimana hasilnya?”
- P : “Begini Bu, sebenarnya hari ini saya juga ingin berdiskusi dengan Ibu mengenai hasil observasi. Jadi nanti bisa fokus pada masalah yang musti diselesaikan.”
- GBI : “Mbak Ayuk sudah buat daftarnya?”
- P : “Sudah Bu, sebenarnya banyak masalah yang siswa rasakan pada saat pelajaran reading, tapi saya sudah mencoba mengidentifikasi beberapa masalah yang berhubungan dengan strategi pembelajaran Bu.”
- GBI : “Apa saja mbak?”
- P : “Yang pertama masalah interest siswa terhadap reading yang kurang. Yang kedua, secara teknis, siswa masih kesulitan dalam memahami

bacaan. Untuk yang terakhir siswa merasa aktivitas dalam reading hanya itu- itu saja Bu. Selain itu juga sepertinya dominasi siswa yang lebih pintar membuat siswa lain yang kurang pintar jadi tidak punya kesempatan. Maaf ya Bu saya tidak bermaksud menilai lho Bu.”

GBI : “Oh, tidak apa-apa. Saya malah seneng kok Mbak. Saya jadi tahu kekurangan saya dalam mengajar.”

P : “Saya ingin memfokuskan pemecahan masalah pada strategi pembelajarannya Bu. Menurut Ibu pripon?”

GBI : “Ya, saya setuju saja. Setelah saya baca konsep dari njenengan, prinsip STAD kan mengaktifkan siswa dalam pembelajaran. Jadi bisa meningkatkan motivasi dan pemahaman juga, dan yang penting siswa mau aktif.”

P : “Iya Bu, disini saya ingin memaksimalkan partisipasi siswa dengan cara kerja kelompok. Saya harap hasilnya akan bermanfaat.”

GBI : “Pasti. Kalau hasil pre-tes nya bagaimana?”

P : “Hasilnya bervariasi Bu, nilai terendahnya 46 dan tertinggi 72. Masih banyak siswa yang mendapat nilai dibawah 70. Bagaimana menurut Ibu?”

GBI : “Berarti memang masih lumayan banyak yang readingnya masih kurang. Kalau dibawah 70 berarti masih harus remidi.”

P : “Memangnya standar minimumnya berapa Bu?”

GBI : “Kalau Bahasa Inggris itu 70. ya nanti dicoba dulu saja siapa tahu setelah penelitian bisa meningkat.”

P : “Ya Bu. Rencananya untuk memudahkan kita melaksanakan konsep STAD ini, saya ingin menerapkan beberapa kegiatan dalam STAD untuk action-nya nanti.”

GBI : “Seperti apa kegiatannya?”

P : “Kegiatannya berbeda- beda Bu seperti reading group, think-pair-share, quiz dan ada beberapa kegiatan lainnya. Tapi prinsipnya itu dikerjakan secara kelompok Bu, hanya nanti ada individual quiz juga.”

GBI : “Berarti nanti media dan sumbernya disesuaikan saja ya mbak?”

P : “Nggih bu, seperti pada lesson plan yang sudah saya serahkan ibu kemarin.”

GBI : “Ya, biar saya juga bisa persiapan dulu.”

P : “Ya Bu, terimakasih.”

Hari, tanggal : Senin, 7 Mei 2012

Tempat : Ruang kelas X.A

Narasumber : Siswa kelas X.A

Setelah implementasi action pada pertemuan pertama yaitu mengadakan kegiatan class presentation, P datang kembali ke kelas X.A pada saat istirahat pertama untuk mewawancarai siswa mengenai pendapat dan kesan mereka terhadap kegiatan tersebut.

Interview 10

S : Afra

P : “Tadi belajar apa waktu pelajaran Bahasa Inggris?”

S : “diterangin dulu terus kerja kelompok .”

P : : Gimana pendapat dek Afra tentang penggunaan STAD selama proses belajar?

S :Kalo aku seneng mbak, ada penjelasan lain yang lebih menarik jadi ga monoton membaca materi di buku aja, dan Bu Guru gak pernah pake gitu.

R :Terus hubungannya sama ngerjain tugasnya gimana? Mempermudah gak?

S : Ya jelas tho mbak, wong dikasih penjelasan dulu, jadi lebih jelas...

P : “Trus, Kamu suka tidak waktu diskusi kelompok?”

S : “Suka.”

P : “Kenapa suka?”

S : “Kan ngerjain tugasnya rame- rame.”

P : “Memangnya kalau sendirian kenapa?”

S : “Kan nggak bisa tanya- tanya temen pas ada kesulitan.”

P : “Berarti mana yang lebih kamu suka, belajar sendiri apa kelompok?”

S : “Kelompok lah mbak.”

Interview 11

S : Siska

R : “Kalau kamu bagaimana dik? Apa pendapat kamu mengenai kegiatan reading tadi?”

S : “Menurutku si rame dan beda.”

P : “Bedanya dimana?”

S : “Kan kalau kemarin- kemarin cuma mengerjakan di buku paket, tapi tadi materinya dari sumber laen dan diterangin lagi jadi bisa lebih jelas.”

P :”Terus hubungannya sama ngerjain tugasnya gimana?”

S : “ya lebih mudah aja mbak, bisa langsung lihat materi di depan jadi gak perlu bolak-balik buku.”

P : “lebih mudah mengerjakan tugas sendiri atau bersama- sama?”

S : “Kelompok lah mbak.”

- P : “Terus pas diskusi tadi ada kesulitan tidak?”
 S : “Ada mbak, soale vocabnya ada yang gak tahu. Tapi akhirnya bisa.”
 P : “Tadi kan ada presentasi singkat juga, menurut kamu bagaimana?”
 S : “Deg- degan mbak.”
 P : “Menurut kamu biar bisa presentasi dengan baik harus gimana?”
 S : “Ya harus belajar.”
 P : “Kamu tadi merasa belajar lebih serius atau sama saja seperti biasanya?”
 S : “Lebih serius, kan harus presentasi jadinya harus ikut jawab juga.”
 P : “Yang kamu tidak suka dari kegiatan tadi apa?”
 S : “Presentasinya nggak usah aja. Susah.”
 P : “Kalau menurut kamu, kegiatan seperti itu menarik atau tidak?”
 S : “Menarik mbak. Aku si seneng.”
 P : “Kamu merasa terbantu tidak dengan cara belajar kelompok seperti tadi?”
 S : “Lebih gampang mudeng sama nggak bosen aja si mbak.”

Interview 12

- S : Bayu
- P : “Bagaimana tadi kegiatan readingnya tadi?”
 S : “ya beda aja mbak dari biasanya.”
 P : “beda gimana?”
 S : “biasanya kalo pas Bahasa Inggris kan gak pernah pake power point.”
 P : “lebih enak dikerjakan sendiri atau berkelompok?”
 S : “Kelompok.”
 P : “Dalam diskusi tadi, kamu ikut memberikan ide atau hanya ikut- ikutan teman?”
 S : “Ikut kalau pas mudeng.”
 P : “Kalau teman sekelompokmu yang lain ikut aktif berdiskusi atau tidak?”
 S : “Ada yang aktif ada yang tidak soalnya pada males.”
 P : “tadi aku lihat kamu kok gak ikutan kerja kelompok?”
 S : “Ikutan kok mbak. Kan tadi pas presentasi aku yang mewakili.”
 P : “Tapi kan pas diskusi buat presentasinya kamu ga ikut? Kenapa?”
 S : “Males miss. Mereka kan tetap bisa nyelesain soal tanpa aku.”
 P : “Kalau menurutmu lebih enak mana, belajar kelompok seperti tadi atau membaca di buku paket?”
 S : “Seperti tadi, kan nggak bosen. Semangat mbak.”
 P : “Oke, berarti kegiatan tadi cukup menarik ya dik?”
 S : “Iya mbak.”

Hari, tanggal : Senin, 7 Mei 2012

Tempat : Kantor Guru SMAN 1 Karanganyar, Klaten

Narasumber : Guru Bahasa Inggris - Ibu Endang Kusnowati, S.Pd.

Setelah mewawancarai siswa, P menemui GBI pada saat istirahat pertama untuk menanyakan pendapat beliau mengenai pelaksanaan kegiatan class presentation dalam pembelajaran reading yang telah dilaksanakan.

Interview 13

- P : Kalau untuk teknis pelaksanaannya, menurut Ibu apakah ada kekurangannya, Bu?
- GBI : Ya, secara keseluruhan sudah baik mbak. Cuma pada penjelasannya kurang maksimal, mungkin karena suaranya kurang jelas dari belakang. Selain itu, ini kan baru pertama jadi anak- anak masih agak bingung menyelesaikan tugasnya.
- P : “Apa yang membuat mereka bingung ya Bu?”
- GBI : “Menurut saya pada tugas-tugasnya mbk karena mungkin terlalu banyak, jadi siswa agak bingung mau menyelesaikan yang mana dulu. Tapi sudah ada penjelasan pake powerpoint. Jadi siswa lebih mudah paham. “
- P : Menurut ibu bagaimana dengan kegiatan tadi dengan menggunakan STAD?
- GBI : Kalo tadi saya lihat anak2 tertarik mbak, jadi gak pada rame sendiri.. konsen lihat di depan.. tapi kalo saya gak pernah pake kayak gitu mbak..
- P : ”Kalau untuk presentasinya Bu?”
- GBI : “Itu lumayan membuat anak- anak jadi *nervous*. Tapi positifnya, anak-anak jadi mau serius belajar karena takut kalau nanti disuruh maju.”
- P : “Iya Bu, saya sependapat dengan Ibu. Kalau dalam prosesnya tadi, keterlibatan siswa bagaimana Bu? Apakah sudah maksimal?”
- GBI : “Kalau meningkat memang iya, tapi masih belum maksimal. Masih banyak siswa yang belum begitu termotivasi untuk melibatkan diri dalam diskusi. Jadi ketika yang lain mikir, mereka masih main- main. Akibatnya, waktu presentasi tidak bisa.”
- GBI : Secara keseluruhan berjalan lancar tadi, sesuai dengan planning kita kemarin kan mbak. Menurut saya malah membantu sekali kegiatan tadi buat pelajaran reading.”
- P : “Kalau untuk teknis pelaksanaannya, menurut Ibu apakah ada kekurangan Bu?”
- GBI : “Ya, yang namanya menerapkan metode itu kan tidak mungkin langsung sempurna. Menurut saya si manajemen waktunya saja yang harus ditingkatkan. Soalnya kan waktunya cuma 90 menit sedangkan diskusi dan presentasi membutuhkan waktu agak lama. Jadi perlu lebih diperhatikan pembagian waktunya.”
- P : “Nggih Bu, untuk kegiatan selanjutnya akan saya perbaiki. Kalau untuk besok, saya langsung masuk ke kelas atau bagaimana?”
- GBI : “ya, langsung saja.”
- P : “Terimakasih Bu.”
- GBI : “Sama- sama Mbak.”

Hari, tanggal : Kamis, 10 Mei 2012
 Tempat : Ruang kelas X.A
 Narasumber : Siswa kelas X.A

Setelah implementasi action pada pertemuan kedua yaitu mengadakan kegiatan reading group building, P datang kembali ke kelas X.A setelah pelajaran selesai untuk mewawancarai siswa mengenai pendapat dan kesan mereka terhadap kegiatan tersebut.

Interview 14

- S : Silmina
- P : “Hai, bisa mengganggu sebentar?”
- S : “Boleh mbak.”
- P : “Mau tanya pendapat kamu tentang kegiatan reading tadi. Masih ingat tidak tadi materinya apa?”
- S : “Tentang news item teks, mencari newsworthy, background sama source.”
- P : “Tadi pas kegiatan group investigation kalian ngapain saja?”
- S : “Membaca teks terus mencari newsworthy, background sama source di teks itu.”
- P : “Bisa tidak waktu mengidentifikasikannya?”
- S : “Bisa, kan ada contohnya.”
- P : “Waktu membaca teks yang dari *Jakarta Post* tadi, ada kesulitan tidak?”
- S : “Pertama si nggak mudeng, tapi setelah tanya sama temanku jadi mudeng.”
- P : “Memangnya kalian saling membantu?”
- S : “Iya dong.”
- P : “Kalau presentasinya lancar atau tidak?”
- S : “Lumayan. Kata Bu guru kelompokku bagus.”
- P : “Bagus itu. Berarti dengan adanya presentasi, kamu jadi mau belajar dong?”
- S : “Sebenarnya si males, tapi kalau nggak belajar malu kalau tidak bisa presentasi.”
- P : “oke deh, makasih ya.”

Interview 15

- S : Luthfiana
- P : “Kamu suka tidak belajar dengan cara diskusi kelompok?”
- S : “Suka mbak.”
- P : “Kenapa?”
- S : “Bisa kerjasama waktu mengerjakan, bisa diajari temen. Kan jadi lebih gampang.”
- P : “Berarti menurut kamu lebih mudah belajar sendiri atau kelompok?”
- S : “Kelompok.”

- P : "Waktu menyelesaikan tugas, kamu ikut membantu atau hanya nebeng nama?"
- S : "Ikut mbak, kan ada presentasi. Kata Bu guru kalau tidak ikut mengerjakan presentasinya jadi tidak bisa."
- P : "Betul. Kamu suka tidak dengan kegiatan seperti itu?"
- S : "Suka."
- R : "Sukanya kenapa?"
- S : "Kan belum pernah mbak."
- P : "Berarti semua harus siap menjawab dong?"
- S : "Iya, jadi nggak bisa ngantuk."
- P : "Tapi secara keseluruhan, kamu suka tidak dengan kegiatan tadi?"
- S : "Suka mbak, nggak bosan."

Interview 16

S : Deni

- P : "Hai, bisa mengganggu sebentar?"
- S : "Boleh mbak."
- P : "Kamu suka tidak belajar dengan cara diskusi kelompok?"
- S : "suka mbak."
- P : "tapi kok tadi aku lihat kamu kok gak ikutan kerja kelompok?"
- S : "Ikutan kok mbak. Kan tadi pas presentasi aku yang mewakili."
- P : "Tapi kan pas diskusi buat presentasinya kamu ga ikut? Kenapa?"
- S : "Males mbak. Mereka kan tetap bisa nyelesain soal tanpa aku."

Interview 17

S1 : Agus , S2 : Catur

- P : "Berarti satu kelompok ya? seneng gak bisa ngerjain bareng gitu..?"
- S1 : "Seneng..."
- P : "kenapa?"
- S1 : "Ya kalo bareng-bareng kan banyak temennya jadi bisa sharing."
- P : "Dengan belajar kelompok seperti tadi, kamu merasa terbantu tidak dalam memahami bacaan?"
- S1 : "Ya iyalah."
- P : "Kenapa?"
- S1 : "kan kalau ada yang nggak mudeng bisa diajarin sama teman."
- P : "Terus tadi gimana presentasinya?"
- S1 : "Sebisanya, asal maju."
- P : "Tapi sebenarnya dengan adanya presentasi memacu kamu untuk belajar tidak?"
- S1 : "Sebenarnya si iya. Pemaksaan ya mbak."
- P : "Kalian kan memang harus dipaksa, biar bisa hehe.. ."

- P : “Kalo pas ngerjain tugas2nya memahami teks bacaan. Kamu kesulitan tidak?”
- S1 : “Nggga terlalu sih... teksnya ada yang bisa aku pahami”
- P : “Kalau kamu gimana dik? Setuju tidak sama pendapat teman kamu ini?”
- S2 : “Sama, tapi aku gak suka kalo pas presentasi mbak.”
- P : “Kenapa nggak suka presentasi?”
- S2 : “Nggak bisa ngomong didepan. Takut salah.”
- P : “Waktu membaca teksnya, paham tidak isinya apa?”
- S2 : “Lumayan paham, tadi tentang news item yang ada di *Jakarta Post*, lupa judulnya apa mbak. “. ”
- P : “Semua temanmu dalam satu kelompok tadi bisa paham semua atau tidak?”
- S2 : “Pertamanya nggak bisa, tapi disuruh diskusi bareng.”
- P : “Ada kesulitan apa tadi waktu diskusi?”
- S2 : “Paling mencari kata- kata yang sulit mbak.”
- P : “Terus bagaimana cara mengatasinya?”
- S2 : “Dicari dikamus sama- sama.”
- P : “Bagus ya, berarti semua saling membantu ya?”
- S2 : “Iya mbak.”
- P : “Oke, terakhir untuk kalian berdua. Lebih mudah mana? Memahami bacaan dengan kegiatan seperti tadi atau dengan menjawab pertanyaan di buku paket?”
- S1 : “Seperti tadi.”
- S2 : “ Aku juga mbak.”
- P : “Makasih ya.”

Interview 18

S :Aldi

- P : “Kalau menurut kamu, kegiatan readingnya tadi bagaimana?”
- S : “Gimana ya? Bingung mbak menjelaskannya.”
- P : “Kamu suka tidak?”
- S : “Nggak begitu suka.”
- P : “Kenapa nggak suka?”
- S : “Teksnya banyak banget Mbak, kelompokku juga gak enak.”
- P : “Kenapa nggak enak?”
- S : “Males semua, aku kan nggak suka sama mereka.”
- P : “Menurut kamu seharusnya bagaimana?”
- S : “Milih sendiri aja jadinya adil.”
- P : “Berarti masalah kamu itu di pembagian kelompoknya?”
- S : “Iya soalnya jadi males.”
- P : “Oke, makasih ya.”

Interview 19

S : Elinda

P : “Kalau menurut kamu, kegiatan readingnya tadi bagaimana?”

S : “biasa aja mbak.”

P : “Kamu suka tidak?”

S : “Nggak begitu suka.”

P : “Kenapa nggak suka?”

S : “teksnya banyak dan susah mbak.”

P : “kan bisa diskusi sama temen2, memangnya yang bikin susah apa?”

S : “iya sih, tapi aku gak suka dengan kelompokku mbak.”

Hari, tanggal : Senin, 10 Mei 2012

Tempat : Kantor Guru SMAN 1 Karanganom, Klaten

Narasumber : Guru Bahasa Inggris - Ibu Endang Kusnowati, S.Pd.

Setelah mewawancarai siswa, P menemui GBI ketika akan pulang sekolah untuk menanyakan pendapat beliau mengenai pelaksanaan kegiatan reading group dalam pembelajaran reading yang telah dilaksanakan.

Interview 20

P : “Bu Endang, bagaimana menurut ibu tentang kegiatan reading yang telah dilaksanakan tadi?”

GBI : “Secara keseluruhan cukup Bagus mbak. Dengan belajar kelompok siswa jadi lebih terlibat dalam kegiatan tadi. Selain itu juga bisa saling membantu kalau ada kesulitan. Yang paling penting mereka mau aktif belajar.”

P : “Jadi, untuk diskusi sudah berjalan lebih baik ya Bu? ”

GBI : “Betul. Mereka sudah lebih terbiasa, jadi tidak terlalu ribut tadi waktu diskusi.”

P : “Kalau untuk short presentationnya gimana Bu?”

GBI : “Presentasi, seperti kemarin masih agak susah ya. Mereka belum terbiasa sebenarnya jadi masih sulit untuk ngomong didepan kelas. Tapi lumayan sudah mau maju.”

P : “Sebenarnya dengan diskusi dan presentasi itu membantu atau tidak Bu untuk meningkatkan reading comprehension siswa ?”

GBI : “Saya rasa membantu sekali. *Njenengan* bisa lihat sendiri tadi waktu nggarap tugasnya, sebagian siswa terlihat aktif membaca. Waktu saya tanya-tanya juga sudah bisa menjawab. Apalagi ada presentasi kecil yang mengharuskan mereka untuk memahami bacaan. Jadi secara perlahan itu akan membantu pemahaman mereka.”

P : “Jadi, dengan diskusi siswa malah jadi bisa berfikir dengan lebih kritis ya Bu?”

GBI : “Benar, paling tidak dengan sharing ideas kan mereka jadi lebih mau berfikir lebih serius.”

- P : “Bagaimana dengan tugas2 yang diberikan tadi Bu?”
- GBI : “Menarik sekali untuk siswa. Tadi semua antusias untuk menjawab.”
- P : “Kalau secara struktur kegiatannya, menurut Ibu apakah dengan melibatkan siswa dalam kegiatan akan membantu meningkatkan pemahaman mereka dalam reading Bu?”
- GBI : “Tentu saja. Dengan dilibatkan secara langsung, siswa jadi mau belajar dengan serius. Contohnya waktu diskusi, kalau siswa tidak bekerjasama dengan baik, kelompok mereka tidak mungkin menang. Jadi setiap individu punya kesempatan dan tanggung jawab yang sama.”
- P : “ya Bu, saya juga berfikir begitu. Menurut Ibu, hal apa yang harus diperbaiki untuk kegiatan hari ini?”
- GBI : “Apa ya? mungkin instruksinya kurang jelas. Jadi anak-anak banyak yang bingung dan harus diterangkan lagi. Ya, besok mungkin harus lebih persiapan lagi.”
- P : “Kalau boleh saya tambahkan, sepertinya tadi ada yang bermasalah dalam kelompoknya ya Bu?”
- GBI : “oh iya, biasa masalah pribadi. Coba besok dilihat lagi.”
- P : “Iya Bu.”

Hari, tanggal : Kamis, 14 Mei 2012

Tempat : Ruang kelas X.A

Narasumber : Siswa kelas X.A

Setelah implementasi action pada pertemuan ketiga yaitu mengadakan kegiatan individual quiz, P datang kembali ke kelas X.A pada waktu jam pelajaran berakhir untuk mewawancarai siswa mengenai pendapat dan kesan mereka terhadap kegiatan tersebut.

Interview 21

- S : Fery
- P : “Hai dik, apa pendapat kamu tentang quiz individu tadi?”
- S : “Lumayan mbak. Agak susah sih.”
- P : “susahnya gimana?”
- S : “selama bersama dengan mbak, biasanya kan bisa digarap bareng2 dg temen.”
- P : “Kalau untuk diskusi kelompok seperti yang pernah kita lakukan pada kegiatan sebelumnya, menurut kamu membantu tidak untuk belajar memahami teks bahasa Inggris?”
- S : “Membantu banget mbak. Kalau belajar sendiri kan susah, kalau bareng-bareng lebih mudah.”
- P : “tapi tadi pas nggarap sendiri juga bisa menyelesaikan kan?”
- S : “bisa sih mbak, tapi agak belum siap.”
- P : “Kenapa belum siap?”
- S : “Tadi belum belajar.”
- P : “Kamu lebih suka mengerjakan sendiri atau kelompok?”
- S : “kelompok lah mbak, kan bisa sharing dengan temen.”

P : "Oke, makasih ya."
 S : "Iya."

Interview 22

S : Ika

P : "Hai dik, apa pendapat kamu tentang quiz individu tadi?"
 S : "susah sih mbak, tapi *Alhamdulillah* bisa garap. Tapi ya kurang tahu benar atau nggak."
 P : "susahnya gimana?"
 S : "ya bacaannya susah mbak, banyak lagi.."
 P : "Kalau untuk diskusi kelompok seperti yang pernah kita lakukan pada kegiatan sebelumnya, menurut kamu membantu tidak untuk belajar memahami teks bahasa Inggris?"
 S : "Membantu banget mbak. Kalau belajar sendiri kan susah, kalau bareng-bareng lebih mudah."
 P : "tapi tadi pas nggarap sendiri juga bisa menyelesaikan kan?"
 S : "bisa sih mbak, meski gak yakin 100% bener."
 P : "Kenapa nggak yakin?"
 S : "ya tadi aku nggarape banyak yang ngawur mbak,cuma aku kira2 aja."
 P : "Kamu lebih suka mengerjakan sendiri atau kelompok?"
 S : "kelompok lah mbak, bisa diajari temen."
 P : "Oke, makasih ya."
 S : "Iya."

Interview 23

S : Dany

P : "Hai dik, apa pendapat kamu tentang quiz individu tadi?"
 S : "biasa aja mbak, aku bisa nggarap soalnya."
 P : "ada soal yang susah gak, terlalu susah atau terlalu mudah?"
 S : " ada sih, tapi tadi aku bisa menyelesaikan, meski belum tahu bener atau nggak."
 P : "Kalau untuk diskusi kelompok seperti yang pernah kita lakukan pada kegiatan sebelumnya, menurut kamu membantu tidak untuk belajar memahami teks bahasa Inggris?"
 S : "Membantu banget mbak. Kalau belajar sendiri kan susah, kalau bareng-bareng lebih mudah. Tapi kalo aku sendiri lebih suka mengerjakan sendiri kayak ini."
 P : " kenapa?"
 S : " kalo nggarap sendiri aku bisa lebih konsen mbak, kalo kelompok kan jadi rame."
 P : "Oke, makasih ya."
 S : "Iya."

Hari, tanggal : Senin, 14 Mei 2012

Tempat : Kantor Guru SMAN 1 Karangnom, Klaten

Narasumber : Guru Bahasa Inggris - Ibu Endang Kusnowati, S.Pd.

Setelah mewawancarai siswa, P menemui GBI ketika istirahat pertama untuk menanyakan pendapat beliau mengenai pelaksanaan kegiatan individual quiz dalam pembelajaran reading yang telah dilaksanakan dan persiapan kegiatan untuk cycle II.

Interview 24

P : “Bu Endang, menurut Ibu gimana tentang kegiatan tadi?”

GBI : “Secara keseluruhan anak- anak bisa mengerjakan mbak.”

P : “Menurut ibu, apakah kegiatan ini dapat membantu siswa dalam memahami teks bacaan?”

GBI : “Saya pikir begitu. Dengan soal yang dikerjakan sendiri mereka lebih terlatih untuk menyelesaikan tugas sendiri, meski mereka lebih suka mengerjakan bareng2 mbak.

P : “Oh iya bu, saya sekalian mau membicarakan tentang hasil observasi dan interview saya mengenai pelaksanaan kegiatan kemarin.”

GBI : “Ya, bagaimana?”

P : “Dari hasil wawancara dan observasi kemarin, saya dapat mengambil kesimpulan bahwa penerapan beberapa kegiatan penerapan STAD di Cycle satu sudah dapat dilaksanakan dengan baik meskipun ada beberapa hal yang masih perlu diperbaiki. Bagaimana menurut Ibu?”

GBI : “Ya, untuk pelaksanaannya saya rasa juga sudah cukup baik. Tapi ya itu, masih perlu diperbaiki dari segi waktunya dan pembagian kelompok.”

P : “*Nggeh* Bu. Kira- kira untuk Cycle yang kedua agar tidak kekurangan waktu lagi bagaimana ya Bu?”

GBI : “Disederhanakan saja kegiatannya atau bagaimana?”

P : “Kalau misalnya dikurangi kegiatannya bagaimana Bu? Kemarin kan dalam satu pertemuan kita menerapkan dua macam kegiatan, kalau besok satu saja menurut ibu bagaimana?”

GBI : “Ya, bisa itu. Malah nanti waktu menerangkan aturan kegiatannya tidak terlalu lama. Kegiatannya masih sama atau berbeda?”

P : “Sama Bu, tapi mungkin ada yang beda di pembagian kelompok.”

GBI : “Ok, nanti saya tinggal lihat di RPPnya saja.”

P : “Ok Bu. Kalau untuk pembagian kelompoknya bagaimana Bu? Kemarin sepertinya ada yang merasa tidak cocok.”

GBI : “Biasa, kalau yang milih kelompok gurunya mesti ada yang protes. Katanya tidak cocok, tapi kan sebenarnya tujuannya biar kemampuan

siswa itu merata. Tapi dicoba saja besok anak- anak disuruh membuat kelompok sendiri saja. Nanti dilihat seperti apa.”

P : “Setuju Bu, berarti besok waktu small group dan pair work siswa diijinkan memilih anggota kelompok sendiri- sendiri saja ya bu.”

GBI : “Berarti begitu ya.”

P : “iya ibu, terimakasih.”

Hari, tanggal :Senin, 21 Mei 2012

Tempat : Ruang kelas X.A

Narasumber : Siswa kelas X.A

P datang kembali ke kelas X.A pada istirahat pertama untuk menanyakan pendapat mereka mengenai kegiatan yang telah dilaksanakan.

Interview 25

S : Rizky

P : “Selamat pagi dik, seperti biasa mau tanya pendapatmu tentang kegiatan reading tadi. Gimana suka tidak?”

S : “Suka mbak.”

P : “Menurut kamu, , apa yang menyenangkan dari kegiatan think pair share tadi?”

S : “Hmm.. Bisa pilih kelompok sendiri.”

P : “Memangnya kalau dipilhkan kenapa?”

S : “Ya nggak apa- apa tapi enakan pilih sendiri..”

P : “Belajar apa waktu reading?”

S : “ Belajar teks *descriptive* mbak.”

P : “Ada kesulitan tidak waktu memahami teks tadi?”

S : “Ada. Agak susah kata- katanya.”

P : “Bagaimana kamu mengatasi kesulitan itu?”

S : “Lihat di kamus.”

P : “Kalian kerjasama tidak waktu kegiatan tadi?”

S : “Iya dong.”

P : “Menurut kamu kegiatan seperti tadi itu membantu kamu untuk memahami bacaan atau tidak?”

S : “Membantu Mbak. Jadi lebih paham.”

P : “Apa yang membuat kamu lebih mudah paham?”

S : “Kan bisa sharing dengan teman mbak. Jadinya nggak ngantuk.”

P : “Oh begitu. Apa yang kamu tidak suka dari kegiatan reading tadi?”

S : “Teksnya susah. Besok- besok yang gampang aja Mbak.”

P : “Oke, makasih ya.”

Interview 26

S : Intan

- R : “Menurut kamu, apa yang menyenangkan dari kegiatan think-pair-shared tadi?”
- S : “Apa ya. Bisa pilih kelompok sendiri.”
- P : “Kenapa suka pilih kelompok sendiri?”
- S : “ya kan enak, terserah kita mau sama siapa.”
- P : “Memangnya dengan begitu kamu jadi lebih nyaman?”
- S : “Iya dong.”
- P : “Ada kesulitan tidak waktu diskusi tadi?”
- S : “Apa ya? Paling kalimat di bacaan ada yang tidak ngerti.”
- P : “Kalian kerjasama tidak waktu membaca dan mengerjakan tugas tadi?”
- S : “Kerjasama.”
- P : “Lalu, siapa diantara kalian yang paling banyak mikir waktu diskusi?”
- S : “Sama- sama lah mbak.”
- P : “Beneran?”
- S : “:Bener, tadi kan dikerjakan sama- sama.”
- P : “Ok, bagus dong. Menurut kamu, dengan cara diskusi berpasangan seperti tadi, mempermudah kamu untuk memahami bacaan atau tidak?”
- S : “Membantu sih. Kan kalau nggak tau bisa tanya teman.”
- P : “Oke, makasih ya.”

Interview 27

- S : Ika
- P : “Gimana dik, suka tidak dengan kegiatan reading tadi?”
- S : “suka mbak.”
- P : “kenapa?”
- S : “ya.. kan bisa milih temannya sendiri mbak, jadi bisa lebih enak diskusinya.”
- P : “lebih enak gimana?”
- S : “ya bisa lebih PD aja mbak, trus juga gak sungkan kalo mau usul.”
- P : “Ada kesulitan tidak waktu diskusi tadi?”
- S : “Apa ya? Paling ada kata2 yang sulit di bacaan tadi.”
- P : “Kalian kerjasama tidak waktu membaca dan mengerjakan tugas tadi?”
- S : “Kerjasama.”
- P : “Lalu, siapa diantara kalian yang paling banyak mikir waktu diskusi?”
- S : “Sama- sama lah mbak.”
- P : “Oh begitu. Apa yang kamu tidak suka dari kegiatan reading tadi?”
- S : “Teksnya susah. Besok- besok yang gampang aja Mbak.”
- P : “Oke, makasih ya.”

Interview 28

- S : Dany
- P : “Kalau menurut kamu, kegiatan readingnya tadi bagaimana?”
- S : “Gimana ya? Bingung mbak menjelaskannya.”
- P : “Kamu suka tidak?”
- S : “Nggak begitu suka.”

- P : “Kenapa nggak suka?”
 S : “Kalo aku lebih suka membaca sendiri mbak, jadi bisa lebih konsen.”
 P : “Menurut kamu kegiatan seperti tadi itu membantu kamu untuk memahami bacaan atau tidak?”
 S : “sebenarnya bisa membantu mbak, tapi kebetulan aku kan gak dapet partner yang enak, jadi malah mending digarap sendiri.”
 P : “Oh begitu. Apa yang kamu tidak suka dari kegiatan reading tadi?”
 S : “Teksnya susah dan aku telat untuk milih partner tadi. Oya, besok teksnya yang gampang aja Mbak.”
 P : “Oke, makasih ya.”

Interview 29

S : Lingga

- P : “Menurutmu, bagaimana dengan kegiatan think pair share tadi?”
 S : “lumayan, mbak.”
 P : “lumayan gimana?”
 S : “Kan baru pertama kali kegiatan kayak gini miss, tapi seru sih.”
 P : “Serunya dimana?”
 S : “Soalnya saat baca teks, kita bisa saling mengoreksi bacaan. Biasanya kan langsung dikoreksi ma bu guru.”
 P : “Oh begitu. Apa yang kamu tidak suka dari kegiatan reading tadi?”
 S : “Teksnya banyak mbk. Besok dibuat yang lebih simple aja Mbak.”
 P : “Oke, makasih ya.”

Hari, tanggal : Senin, 21 Mei 2012

Tempat : Kantor Guru SMAN 1 Karanganom, Klaten

Narasumber : Guru Bahasa Inggris - Ibu Endang Kusnowati, S.Pd.

Setelah mewawancarai siswa, P menemui GBI ketika istirahat pertama untuk menanyakan pendapat beliau mengenai pelaksanaan kegiatan pembelajaran reading yang telah dilaksanakan.

Interview 30

- P : “Bu Endang, bagaimana menurut Ibu kegiatan think-pair-shared tadi?”
 GBI : “Menarik, hampir semua siswa jadi memperhatikan dan serius waktu diskusi.”
 P : “Kenapa bisa begitu ya Bu?”
 GBI : “Mungkin karena belajarnya hanya berdua, jadi lebih fokus nggak terlalu banyak ngobrol.”
 P : “Iya Bu, lalu kegiatan think pair sharednya sendiri seberapa membantu bu untuk meningkatkan kemampuan membaca siswa?”
 GBI : “Secara umum saya bisa katakan bahwa tidak kegiatan ini saja, dari semua kegiatan yang kita terapkan selama ini memberikan banyak perubahan untuk kemajuan reading comprehension siswa.”

- P : "Contoh perubahannya seperti apa Bu?"
- GBI : "Contohnya ya anak jadi lebih aktif dalam kelas dan lebih mandiri. Mereka belajar membaca dalam situasi yang menyenangkan didalam kelompok. Dan yang paling penting mereka bisa lebih aktif aja saya sudah senang mbak. Jadi mereka juga belajar menemukan cara yang paling gampang untuk memahami bacaan dari lingkungannya sendiri yaitu teman- temannya."
- P : "Hal-hal apa yang harus diperbaiki untuk pertemuan kali ini Bu?"
- GBI : "Saya pikir semua sudah baik ya. Dari siswa sendiri responnya sudah semakin positif. Paling tidak saya lihat motivasi mereka jauh lebih tinggi untuk membaca. Yang penting kan prosesnya, kalau dalam prosesnya semakin baik saya yakin kemampuan siswa juga semakin meningkat."
- P : "Nggih bu. Lalu untuk rencana selanjutnya bagaimana bu?"
- GBI : "Memangnya masih mau ditambah lagi cyclenya?"
- P : "Kalau menurut saya sih dari dua cycle ini sudah bisa memecahkan masalah yang kita formulasikan sebelum penelitian ini. Jadi saya pikir penelitian ini sudah bisa dikatakan membawa perbaikan. Kalau menurut ibu bagaimana?"
- GBI : "Ya, saya juga berfikir begitu. Dua cycle ini saya kira sudah cukup dan sudah sesuai dengan tujuan kita. Jadi kalau menurut saya sudah bisa dihentikan."
- P : "Ya bu. Kalau misalnya besok saya buat reading group sekali lagi dan nanti pas pertemuan terakhir saya memberi post test untuk siswa, terus baru saya konsultasikan lagi ke ibu bagaimana bu?"
- GBI : "ya, begitu saja. Besok setelah tes *njenengan* temui saya lagi."
- P : "Ya bu, terimakasih."

Hari, tanggal : Kamis, 24 Mei 2012

Tempat : Ruang kelas X.A

Narasumber : Siswa kelas X.A

P datang kembali ke kelas X.A setelah pelajaran sekolah berakhir untuk menanyakan pendapat mereka mengenai kegiatan yang telah dilaksanakan.

Interview 31

S : Karera

- P : "Selamat pagi dik, seperti biasa mau tanya pendapatmu tentang kegiatan reading tadi. Gimana suka tidak?"
- S : "Suka mbak."
- P : "Tadi kegiatan readingnya ngapain aja dik?"
- S : "Membaca teks descriptive sama menjawab pertanyaan."
- P : "Tadi kerja kelompok atau sendiri?"
- S : "Kelompok Mbak."
- P : "Ada kesulitan tidak waktu diskusi tadi?"
- S : "Apa ya? Ada kata yang nggak tahu artinya."
- P : "Lalu bagaimana kamu mengatasi kesulitan itu?"

- S : "Dicari di kamus."
 P : "Bawa kamus tadi?"
 S : "Bawa dong. Kan kata Bu Guru suruh bawa."
 P : "Tadi waktu diskusi semua ikut memberikan ide atau tidak?"
 S : "Iya, tapi kadang- kadang idenya sama."
 P : "Ya kan tidak apa- apa kalau sama. Tapi secara keseluruhan, kamu suka tidak dengan kegiatan reading seperti tadi?"
 S : "Suka- suka saja mbak."
 P : "Hal apa saja yang membuat kamu suka?"
 S : "Kan belum pernah diskusi kelompok kayak tadi, jadi nggak bosan."
 P : "Kalau diskusi kelompoknya membantu tidak dalam belajar reading?"
 S : "Lumayan, lebih mudeng aja Mbak. Kalau susah bisa diajarin sama temanku."
 P : "Oke, makasih ya."

Interview 32

- S : Pinki
- P : "Kamu suka tidak dengan kegiatan reading tadi?"
 S : "Suka tapi agak agak bingung."
 P : "Sukanya kenapa? Bingungnya kenapa?"
 S : "Sukanya karena mengerjakan tugasnya sekelompok. Bingungnya waktu dapat jatah presentasi, bingung mau ngomongnya."
 P : "Kenapa kamu suka belajar dalam kelompok?"
 S : "Karena lebih gampang daripada sendiri. Kalau tidak mudeng bisa tanya teman."
 P : "Waktu diskusi, semua ikut memberikan ide atau tidak?"
 S : "Iya mbk, jadi semua ikut kasih ide."
 P : "Ada kesulitan tidak tadi waktu mengerjakan tugas?"
 S : "Ada sih. Pertanyaannnya ada yang susah."
 P : "Terus bagaimana cara kamu mengatasi kesulitan itu?"
 S : "ya dikerjakan sama- sama."
 P : "Menurut kamu, kegiatan seperti tadi membantu atau tidak dalam meningkatkan pemahaman kamu dalam membaca?"
 S : "Lumayan membantu Mbak."
 P : "Membantunya dalam hal apa?"
 S : "Maksudnya?"
 P : "Maksudnya, kenapa kamu merasa kegiatan tadi membantu kamu dalam memahami bacaan?"
 S : "Karena tadi kan bacanya nggak sendiri- sendiri, jadi kalau ada yang nggak tahu bisa dikerjakan bersama."
 P : "Oh begitu ya. Oke, makasih ya."

Interview 33

- S : Ika
- R : “Kalau kamu dik? Menurutmu belajar dengan cara seperti tadi membantu tidak untuk memahami isi teks?”
- S : “Lumayan mbak. Lebih gampang daripada biasanya.”
- P : “Memangnya biasanya bagaimana?”
- S : “Belum baca aja sudah males.”
- P : “Tadi waktu diskusi kan suruh memberikan ide. Apa pendapat kamu?”
- S : “agak tegang mbak, karena *ngeblank* nggak ada ide.”
- P : “Tapi kamu juga ikut memberikan pendapat kan?”
- S : “Iya dong.”
- P : “Ada kesulitan tidak waktu harus memberi pendapat atau menjawab pertanyaan pada soal tadi?”
- S : “Nggak ada ide mbak. Susah mau ngomong.”
- P : “Berarti kalau pingin kasih ide kan harus paham dulu isi teksnya. Kamu paham tidak tadi?”
- S : “Lumayan, kan teksnya nggak begitu susah.”
- P : “Ya sudah, terimakasih ya.”

Interview 34

- S : Elinda
- P : “Secara keseluruhan, kamu suka tidak dengan kegiatan reading seperti tadi?”
- S : “Suka- suka saja Mbak.”
- P : “Kenapa kamu suka kegiatan itu?”
- S : “Kan belum pernah, terus ada kegiatan individu tapi masih di dalam group juga. jadi nggak bosen.”
- P : “Kalau diskusi kelompoknya membantu tidak dalam belajar reading?”
- S : “Lumayan, lebih mudeng aja Mbak. Kalau susah bisa diajarin sama temanku.”
- P : “Menurut kamu, kegiatan seperti tadi membantu atau tidak dalam meningkatkan pemahaman kamu dalam membaca?”
- S : “Iya membantu Mbak.”
- P : “lebih suka mengerjakan tugas sendiri atau kelompok?”
- S : “kelompok lah mbak.”
- P : “Kenapa?”
- S : “ya kan bisa sharing ma temen, jadi gak mumet sendiri.”
- P : “ok, makasih ya..”

Interview 35

- S : Aulia
- P : “Dik, kalau kamu bagaimana? Tadi kegiatan readingnya menarik tidak?”
- S : “Lumayan menarik mbak.”

- P : “Tadi belajar apa si?”
 S : “Teks descriptive”
 P : “Paham tidak tadi teksnya tentang apa?”
 S : “Tentang tempat2 wisata gitu..”
 P : “Tadi waktu diskusi lancar dik?”
 S : “Alhamdulillah, tadi pertama kan ada yang nggak mau ikut mikir tapi akhirnya jadi mau setelah di ingatkan.”
 P : “Berarti kalian semua terlibat dalam diskusi ya?”
 S : “Iya..”
 P : “Kalau waktu presentasi gimana? Ada kesulitan tidak?”
 S : “Deg- degan mbak. Takut jawabannya salah.”
 P : “Tapi bisa kan tadi?”
 S : “Bisa, banyak yang betul.”
 P : “Menurut kamu, kegiatan seperti tadi membantu kamu dalam memahami bacaan atau tidak?”
 S : “Menurutku iya. Lebih gampang.”
 P : “Lebih gampang mana? Memahami bacaan sendiri atau berkelompok?”
 S : “Berkelompok dong.”
 P : “Membaca di buku paket atau diskusi?”
 S : “Diskusi.”
 P : “Oke. Makasih ya.”

Hari, tanggal : Senin, 28 Mei 2012

Tempat : Kantor Guru SMAN 1 Karanganom, Klaten

Narasumber : Guru Bahasa Inggris - Ibu Endang Kusnowati, S.Pd.

Setelah mewawancarai siswa, P menemui GBI ketika istirahat kedua untuk menanyakan pendapat beliau mengenai pelaksanaan kegiatan dalam pembelajaran reading yang telah dilaksanakan pada cycle II.

Interview 36

- P : “Untuk kegiatan hari ini, kira-kira masih ada kekurangannya tidak bu?”
 GBI : “Pelaksanaannya sudah baik, sesuai dengan rencana. Untuk time managementnya juga sudah lebih baik, alokasi waktu untuk diskusi dan menyelesaikan tugas sudah cukup. Masalah dalam kelompok juga sudah bisa diminimalisir karena tadi milih pasangan sendiri. Terus terang, anak-anak jadi lebih aktif. Kalau Mbak Ayuk sendiri bagaimana?”
 P : “Saya pikir juga begitu, dari interview dan observasi yang saya lakukan sudah ada banyak perbaikan. Khususnya untuk cycle kedua ini sudah bisa lebih baik dari cycle pertama. Hasil post testnya juga bagus Bu, ada peningkatan.”
 GBI : “Ya, bagus berarti memang cara pembelajaran seperti itu sudah berhasil meningkatkan reading comprehension siswa.”
 P : “Selama kegiatan ini, kalau untuk masalah kontrol terhadap siswa bagaimana Bu?”

- GBI : “Saya pikir, dengan mereka sibuk mengerjakan tugas dan diskusi saya jadi lebih mudah melihat sejauh mana keaktifan siswa dalam mengikuti kegiatan belajar ini. Jadi kelihatan mana yang malas dan yang aktif.”
- P : “Kalau untuk kesulitan di cycle kedua ini menurut Ibu bagaimana?”
- GBI : “Ya, tidak begitu banyak kesulitan. Cuma ketika siswa memilih pasangan sendiri, ada pasangan yang tidak seimbang. Ada pasangan yang pintar semua, ada juga yang pasangan kurang semua dan rata2 mereka memilih dari gengnya sendiri.. Jadi diskusinya tidak maksimal.”
- P : “Iya ya Bu. Berarti untuk kedepannya benar- benar harus diatur lagi ya bu?”
- GBI : “Betul.”
- P : “Kalau saya lihat juga menerapkan kegiatan baru juga butuh penjelasan lebih ya bu?”
- GBI : “tentunya, kemarin untuk menjelaskan aturan kegiatannya agak lama. Jadi agak menyita waktu juga. Mungkin butuh instruksi yang lebih jelas lagi.”
- P : “Jadi bagaimana Bu, apakah hasil dari penerapan STAD selama ini sudah bisa dikatakan berhasil?”
- GBI : “Dilihat dari prosesnya saya pikir cukup berhasil meningkatkan pemahaman siswa, terutama motivasi membaca mereka. Apalagi dari hasil tesnya juga ada peningkatan. Mungkin sudah cukup ya.”
- P : “Nggih, kalau begitu kita cukupkan penelitian ini sampai disini ya Bu. Harapan saya, penelitian saya ini bisa bermanfaat.”
- GBI : “Tentu saja. Saya juga akan coba menerapkan kegiatan- kegiatan kemarin itu untuk pembelajaran selanjutnya. Cuma ya, media dan materinya mungkin akan kurang maksimal.”
- P : “Iya Bu. Terimakasih banyak atas bantuannya selama ini. Semoga penelitian ini ada manfaatnya ya bu.”
- GBI : “Pasti mbak.”

DAFTAR PERTANYAAN

Sebelum implementasi

(untuk guru bidang studi Bahasa Inggris kelas X SMAN 1 Karanganom)

1. Bagaimana antusias siswa dalam mengikuti pelajaran Bahasa Inggris khususnya pada *reading comprehension* selama proses KBM?
2. Bagaimana prestasi belajar mata pelajaran Bahasa Inggris siswa kelas X SMAN 1 Karanganom selama satu semester?
3. Apa kendala dalam membelajarkan Bahasa Inggris khususnya *reading comprehension* pada siswa kelas X SMAN 1 Karanganom?
4. Apakah dalam pembelajaran Bahasa Inggris khususnya *reading* siswa sering mengerjakan tugas secara kelompok?
5. Kesulitan/ masalah apa saja yang Ibu temukan selama mengajar Bahasa Inggris, khususnya pada *reading comprehension*?
6. Adakah faktor lain yang mempengaruhi kesulitan siswa khususnya pada *reading comprehension*?
7. Apakah Ibu menyampaikan materi *reading comprehension* menggunakan paket dan LKS? Adakah materi *reading* dari sumber lain?
8. Apakah siswa menggunakan kamus saat pelajaran Bahasa Inggris, khususnya pada *reading comprehension*?

DAFTAR PERTANYAAN

(untuk siswa kelas X SMAN 1 Karanganom)

1. Apakah Saudara senang pada pelajaran Bahasa Inggris khususnya *reading comprehension*? Apa alasan Saudara?
2. Apakah Saudara senang terhadap proses pembelajaran *reading comprehension* selama ini?
3. Apakah dalam pembelajaran Bahasa Inggris khususnya *reading comprehension* sering diadakan kegiatan belajar dalam kelompok?
4. Apakah guru mendominasi kelas saat proses pembelajaran membaca teks Bahasa Inggris berlangsung?

5. Apakah Saudara mengalami kesulitan dalam membaca teks Bahasa Inggris?
6. Faktor apa saja yang mempengaruhi Saudara dalam *reading comprehension*?
7. Adakah faktor lain yang mempengaruhi Saudara dalam *reading comprehension*, misalnya dari guru, jam pelajaran, dsb?
8. Apakah Saudara selalu membawa kamus ketika pelajaran *reading comprehension*?

Setelah implementasi

(untuk guru bidang studi Bahasa Inggris kelas X SMAN 1 Karanganom)

1. Bagaimana pendapat Ibu terhadap kegiatan yang dilakukan di dalam kelas pada pertemuan hari ini?
2. Bagaimana pendapat Ibu tentang teknik penggunaan Student Team Achievement Division (STAD) dalam pembelajaran *reading comprehension*?
3. Bagaimana pendapat Ibu tentang interaksi antar siswa dalam proses belajar mengajar tadi?
4. Menurut pendapat Ibu, kendala apa saja yang dirasakan siswa dalam melakukan proses pembelajaran *reading comprehension* dengan metode Cooperative Learning tipe STAD?
5. Apakah ada saran untuk implementasi pada pertemuan berikutnya?

(untuk siswa kelas X SMAN 1 Karanganom)

1. Apakah Saudara merasa senang menggunakan model Cooperative Learning tipe STAD dalam teks *reading comprehension*?
2. Bagaimana pendapat Saudara tentang teknik penggunaan STAD dalam pembelajaran *reading comprehension*?
3. Menurut Saudara, lebih mudah memahami teks *reading* ketika dikerjakan sendiri atau kelompok?

4. Apakah Saudara merasa lebih termotivasi untuk memahami teks Bahasa Inggris dengan menggunakan metode STAD?
5. Menurut Saudara, kendala apa saja pada penerapan metode STAD dalam *reading comprehension*?
6. Menurut Saudara, apa saja yang kurang dalam penerapan metode STAD tadi?

APPENDIX C

RESEARCH INSTRUMENTS

READING COMPREHENSION TEST

A. Instruction

Choose either A, B, C, or D for the correct answer

B. Questions

Questions 1 – 5 refer to the following text

The Legend of the Rice Paddy

Once upon a time, a man named Batara Guru created a beautiful girl. Her name was Retno Dumilah. Batara Guru was attracted to her. Batara Guru wanted to marry her. She informed him that he must meet three conditions. Food with ever-lasting taste, a shirt that can not be ruined, and a gamelan a traditional Javanese instrument that can play by itself.

She would be married to him if he fulfilled all of these conditions. If not, she'd rather die. So, Batara Guru sent a messenger to Earth to find all of these conditions. On the way to Earth, the messenger fell in love with Dewi Sri, Batara Wisnu's wife. The messenger always followed her. She became mad, so the messenger was cursed by Dewi Sri.

Batara Guru continued to wait for the messenger. After a long time, he forgot about the conditions needed to marry Retno Dumilah. After sometime, he decided to try to hug her and see if she would consider marry him. Suddenly, she died. Just like she promised, she rather die than marrying Batara Guru without all of these conditions. He tried to bring her back to life. But, it was no use. And so, he buried her. After her funeral, some strange plants grew from her to feed the local citizens. From her head grew a coconut tree, from her body grew rice paddy plants, from her hands grew hanging fruits. And from her feet grew tap-root plants.

After that day, the rice paddy plants were spread all over the world. The rice paddy plants from the body of Retno Dumilah became the master paddy.

Another day, Dewi Sri was being chased by a wild pig. She asked Dewata, Hindu's God, if she could be banished instead of being chased by a wild pig. Plop! She was suddenly banished from the world. She also became rice paddy plants. These rice paddy plants were planted in a paddy field. A farmer named Pak Tani, was happy to plant Dewi Sri's paddy. He was taught how to farm the rice paddy.

The wild pig that chased Dewi Sri died. Many kinds of insects that kill plants, like rats, appeared from his body. To fight the insects, Dewi Sri sent paddy field snakes to eat the rats. Because of this, farmers don't kill paddy field snakes anymore, since they kill the insects that eat the rice.

Taken from: Developing English Competencies Grade X

1. What is the main idea of Paragraph 1?
 - A. Batara Guru created a beautiful girl.
 - B. Batara Guru must meet three conditions.
 - C. Retno Dumilah married with Batara Guru.
 - D. Batara Guru can play Javanese instrument.
2. The word "it" in line 13 refers to
 - A. Paddy
 - B. condition
 - C. Plant
 - D. back

3. Why did Batara Guru forget about the conditions needed to marry Retno Dumilah?
- Because he wait for the messenger for a long time
 - Because he should fulfilled all of these conditions
 - Because the messenger fell in love with Retno Dumilah
 - Because he sent a messenger to Earth
4. The word “banished” is closest in meaning to (line 20)
- punished.
 - went out.
 - sent away.
 - jailed.
5. Which of the following statements is NOT TRUE about the text above?
- Batara Guru must meet three condition.
 - Batara Guru forgot to marry Retno Dumilah.
 - The body of Dewi Sri become the master paddy.
 - Dewi Sri is Batara Wisnu’s wife.

Questions 6 - 10 refer to the following text

How to Find Unusual Gifts		Line
<p>Giving gifts is a well-known way to show our attention toward somebody else. Moreover, giving gifts may be important for certain special moments. Unusual or even weird gifts would leave a sweet memory for us and the recipient. So, try these tips to find something unusual as your gifts.</p> <p>Look for gifts wherever you find yourself, especially when you were on a trip. From a bazaar in Bandung to a tag sale in Berlin. Use the internet. Follow links until you find what you want. Track down items such as rare prints, out-of-print book or antiques in the action.</p> <p>Give a welcome service. A massage, costume makeovers, a day at the spa, or romantic dinner will be a nice welcome gift. Combine one or two things for a spectacular effect. The picture frame that you bought in Bali might provide the perfect background for showing off the portrait of the recipient.</p> <p>Come to handicrafts store and talk to the people that make unique laces. Visit art supply stores, craft shops, art galleries and factory stores for ideas.</p> <p style="text-align: right;"><i>Taken from: Developing English Competencies Grade X</i></p>	<p>1</p> <p>5</p> <p>10</p>	

6. What does the text above mainly discuss?
- The tips to find something unusual as gifts.
 - Giving gift is important in a special moment.
 - Giving gifts would leave a sweet memory.
 - Giving a welcome service.

7. The word 'well-known' in line 1 means
- A. great
 - B. special
 - C. weird
 - D. famous
8. What is the main idea of Paragraph 2?
- A. Give a welcome service
 - B. Complete our collections
 - C. Celebrate special moments
 - D. Get the recipient attention
9. Where may we look for unusual gifts?
- A. Anymore.
 - B. In the internet.
 - C. In an auction.
 - D. In the craft shop.
10. Before giving an unusual gift, it is suggested that we give ... first.
- A. a rare print
 - B. a unique furniture
 - C. a photo frame
 - D. a welcome service
11. In line 9, the word "spectacular" most nearly means
- A. amazed
 - B. unique
 - C. bored
 - D. important

Questions 12 - 16 refer to the following text

The Football Match

My brother and I went to a football match yesterday. Our school team was playing against another High School team. Our team wore red and white shirts, white shorts, and red stockings. The other team wore orange and black shirts, orange shorts, and black stockings. "They look like bees," my brother said, and we laughed.

They played like bees too. They ran very fast, attacked very hard, and passed the ball to each other very fast. Soon they scored their first goal. My brother and I shouted and shouted, "Come on, Valley School! Come on, the Valleys!" Our headmaster was near us and he was shouting too. He seemed very enthusiastic. However, the high school scored another goal. We were very sad.

Then, one of the "bees" stopped the ball with one of his hands, so our team got the free kick. Our captain took it and scored a goal. We shouted, "Hooray!" The score was now 2:1. That was better.

Now our team began to play better- or the "bees" were getting tired. Our team scored another goal before half-time. In the second half of the match, both teams tried very hard, but neither scored, so at the end the score was still two all.

Taken from: Interlanguage, English for Senior High School Students X

Line

1

5

10

15

12. What did the writer and his brother do after the rival team scored the first goal?

- A. They shouted to support their school team.
- B. They shouted to the headmaster.
- C. They laughed at their school team.
- D. They played like bees.

13. In line 8, the word "he" refers to which of the following?

- A. the team
- B. the captain
- C. the headmaster
- D. the brother

14. A word in the text which has the same meaning as "captain" is (Line 11)

- A. brother
- B. leader
- C. goal
- D. team

15. Which statement is TRUE according to the text?

- A. The writer's school team wore orange and black shirts.
- B. The writer called his school team the "bees".
- C. The writer's school team scored the first goal.
- D. The opponent scored the first goal.

Questions 17 - 20 refer to the following text

Pempek Palembang

Ingredients

Main Ingredients:

- 250 gr cod or any white meat fish
- 125 gr tapioca or corn flour
- 2 tbsp light soya sauce
- Salt and pepper
- 1 tbsp oil (to prevent the dough sticky)
- For type *Kapal Selam*, you need 3 hard boiled eggs slice half

Soup Ingredients:

- 5 chilies
- 100 gr palm sugar
- 2 tbsp sugar
- Salt and pepper
- 2 tbsp light soya sauce
- 2 tbsp ebi (dried prawn)
- Handful diced cucumber
- 4 tbsp rice vinegar
- 1 tsp tamarind
- 250 ml water

Method

Soup Method

Boil all soup ingredients into sauce pan

Serving:

1. Blend all the ingredients into food processor until the smooth like a dough, you could put splash of water if you need it.
2. Put enough fish cake into your hand and put half boiled egg in the middle and cover it with the dough and put into boiled water until floating.
3. Drain all the water, deep fry it and add some of the soup.

Taken from: Interlanguage, English for Senior High School Students X

16. The text tells us about

- A. how to make Pempek Palembang
- B. how to eat Pempek Palembang
- C. the soup ingredients to make Pempek Palembang
- D. the equipment needed to make Pempek Palembang

17. What are the main ingredients you need to make Pempek Palembang?

- A. Pepper and tamarind
- B. Sugar and salt
- C. Corn flour and white meat fish
- D. Soya sauce and chilies

18. What is the use of the food processor?

- A. To boil the ingredients.
- B. To measure the ingredients.
- C. To blend the ingredients.
- D. To heat the ingredients.

19. Why is oil needed to prepare the dough?
- A. To fry the dough.
 - B. To clean the dough.
 - C. To make the dough softer.
 - D. To prevent the dough from being sticky.

Questions 21 - 26 refer to the following text

Queen Aji Bidara Putih		line
Muara Kaman lies along the Mahakam River, in eastern Borneo. In the past the area was a kingdom ruled by Queen Aji Bidara Putih. She was a typical queen of myths: beautiful, wise, and sensitive. Many princes and kings proposed to her but she always refused them because she was more concerned with ruling her country and guarding her people.		1
One day, a Chinese boat came to eastern Borneo. First, the people thought it was a merchant ship but the boat was loaded with trade goods and highly trained soldiers. Their envoys brought gold and porcelain to announce the marriage proposal from a prince of China. The queen did not refuse instantly and replied that she had to ponder the proposal first. After the envoys left the palace, the queen called a court officer and ordered him to infiltrate the Chinese boat to gather information on the prince.		5
When night fell the officer sneaked onto the boat, got by all the guards, and finally found the prince's room. The large door would not open and he couldn't find a peek hole, so the officer put his ear to the wall, trying to catch sounds from inside. He heard that the prince was having his dinner and the noise of his chewing and slurping surprised the officer. It was like a boar that he had once heard when he was hunting.		10
He quickly left the boat and returned to the palace. He reported that the prince must have been a phantom, not a human. He believed that the phantom could be in a human's form only during the daytime. The queen was so surprised and got angry. On the next day, she refused his proposal.		15
The enraged prince ordered his troops to raid Muara Kaman. The battle was won by the prince's huge band of troops. As they drew near to the palace, Queen Aji Bidara Putih chewed a leaf of betel vine and sang a mantra while holding it. When she threw it at the Chinese troops, it turned to giant centipedes. The Chinese troops started to retreat but three centipedes chased them and sank the boat. The site of the sunken ship is now known as Danau Lipan (Lake of Centipedes), with Chinese treasures hidden on the lake's bed.		20
<i>Taken from: Interlanguage. English for Senior High School Students X</i>		25

20. The word "envoy" in line 8 is closest in meaning to
- A. team
 - B. troop
 - C. messenger
 - D. squad
21. Why did the envoys bring gold and porcelain?
- A. To trade them for stocks.
 - B. To share them with the residents.
 - C. To sell them to the queen.
 - D. To announce the marriage proposal from a prince of China.

22. In line 21, the word "raid" most nearly means
- A. establish
 - B. ascertain
 - C. attack
 - D. expand
23. Why did the prince raid Muara Kaman?
- A. Because the queen was spying on the prince.
 - B. Because the queen did not accept his proposal.
 - C. Because the queen attacked the prince's kingdom.
 - D. Because the queen returned the prince's gifts.
24. Which statement is NOT TRUE according to the text?
- A. The prince wanted to marry the queen.
 - B. The prince had gold and porcelain to announce the marriage proposal.
 - C. The prince ordered his troops to attack Muara Kaman.
 - D. The prince turned into a giant centipede.

Questions 27 - 30 refer to the following text

Galaxies and Quasars	Line
<p>The solar system is only a minor member of the giant grouping of stars, dust, and gas that makes up our galaxy, the Milky Way. The Milky Way is flat like a phonograph record, but it bulges at the centre. Arms curve out from the centre in a spiral pattern. The sun is in one of the arms, about 25,000 light years from the centre of the Galaxy.</p>	1
<p>There are innumerable other galaxies in the universe. Many of them are spiral galaxies like the Milky Way. Even more galaxies have an elliptical (oval) shape and no spiral arms. The remaining galaxies have an irregular shape. The Milky Way is part of a group of galaxies called the <i>Local Group</i>. It consists of three spiral galaxies, four irregular galaxies, and about 25 elliptical galaxies. The Local Group, in turn, is part of a larger grouping called the <i>Virgo Cluster</i>. Most galaxies, if not all, are found in such clusters.</p>	5
<p>The most distant objects that can be detected from the earth are <i>quasars</i>. Quasars give off enormous amounts of radiation. Some quasars are as far as 16 billion light- years away. Astronomers are not certain how quasars produce such vast quantities of radiation that they can be detected across such incredible distances. However, research suggests that a solution to this problem can be found by adding a giant black hole to this theory. Then, the radiation that astronomers are able to detect from a quasar can be seen as the energy that is released when matter falls into the black hole.</p>	10
<p><i>Taken from: The World Book: Student Discovery Encyclopedia A1</i></p>	15

25. What does the first paragraph tell us about? It tells about
- A. the galaxy
 - B. the sun
 - C. the Milky Way
 - D. the giant

26. The Milky Way consists of Elliptical galaxies.
- A. three
 - B. twenty five
 - C. four
 - D. sixteen billion
27. The word "they" in line 13 refers to
- A. quasars
 - B. distances
 - C. astronomers
 - D. objects
28. Which statement is NOT TRUE according to the text?
- A. The Milky Way is flat like a photograph record.
 - B. The Milky Way is part of a group of galaxies.
 - C. Some quasars are as far as twenty five billion light years away.
 - D. The quasars are the most distant objects that can be detected from the earth.

Questions 32 - 36 refer to the following text

Making an Omelette

This is the way an omelette should be made. It is important that the frying-pan should be proportionate to the number of eggs; in other words, to the size of the omelette. The frying-pan must be made of iron, not of aluminum, tin or enamel. And here I feel I must stress a point essential to what might be called the background of omelette-making, namely that the frying-pan must never be washed with water but rubbed, when hot, with salt and tissue paper, as this is the only way to prevent sticking.

For three portions, we take six eggs, break them into bowl, season them with salt and freshly ground pepper, and add a good teaspoonful of water. We beat this lightly with a fork or the wire-broom, not the whisk, until large bubbles form on the top. This takes half a minute; it is fatal to beat too long. Meanwhile, our frying-pan is getting hot, not too hot, and we drop in an ounce and a half of butter, or butter and best lard, over a quick flame for a minute or two, until it gives no more froth and has turned light golden. We give our egg-mixture another stir and pour it into the pan, letting it spread evenly over the frying-pan.

All this is a swift business, and we may well feel a few extra heart-beats and a little breathlessness at that moment. The flame is now turned down a little. With a fork or palette-knife (a fork seems to work particularly well) we loosen the edges of the omelette all round and, once or twice, in the middle, letting the liquid flow into the empty spaces, taking care always to move towards the middle.

This takes about two minutes. Then, keeping as calm as we possibly can, we fold it. This is easy if we fold over and pin down with two or three fork-pricks about an inch and a-half of the omelette along one side. Then, it is quite easy to roll into shape. Our omelette should be golden brown outside and wet inside: *baveuse*, as the classical French term says. It is then slid on to a hot plate and its surface made shiny with a little butter. This last touch makes all the difference.

Taken from: Developing English Competencies Grade X

line

1

5

10

15

20

29. What is the main idea of Paragraph 2?
- The frying- pan is important equipment to make omelette
 - The way to make a delicious omelette
 - The way to treat a frying-pan
 - The frying-pan must be made from iron
30. We may feel well a few extra heart-beats because
- we feel tired
 - we feel relaxed
 - we feel impatient
 - we are in rush
31. What is the only way to prevent sticking?
- Rubbing with hot salt and tissue-paper.
 - Rubbing with hot water.
 - Rubbing with salt and paper.
 - Washing with salt and paper.
32. The word "light" in line 12 is closest in meaning to
- dark
 - bright
 - clear
 - evident
33. What is important about the frying-pan?
- It should be the same size as the omelette.
 - It should never be a small one.
 - It should never be too small to hold the eggs.
 - It should never be a very flat one.

Questions 37 – 45 refer to the following text

The Sound of Animals

Another sign stimulus, of course, is sound; a male bird's song attracts females and repels competitors. Thus, it acts as a signal to birds of the same species. Male grasshoppers also attract females with a song. The *Ephippizer bitterensis*, a grasshopper found along the Mediterranean coast of Frances, uses an organ borne on its back to produce a strident sound. Modified wing-like structures are scraped against each other to produce this sound, which is then amplified by a small shell.

When females hear this sound, they scramble toward it, climbing over any obstacles that are in their way, and speeding up as they come close to their mates. Scientists who have studied the sound made by the *Ephippezer bitterensis* have found that female respond to almost any sharp sound, even hand clapping. Copying the exact sound is not necessary; what matters is the sharpness and quickness with which the sound is interrupted and resumed.

Taken from: English IA, Bumi Aksara

Line

1

5

10

34. The author mentions bird songs in the beginning in order to
- A. provide an illustration
 - B. point out differences
 - C. argue the point
 - D. compare two animals
35. The word "repels" in line 1 is closest in meaning to
- A. drives away
 - B. brings about
 - C. pulls over
 - D. lift up
36. The word "it" in line 2 refers to
- A. male grasshopper
 - B. female grasshopper
 - C. female bird
 - D. male bird
37. The word "scraped" in line 5 could best be replaced by
- A. touched
 - B. rubbed
 - C. broken
 - D. wrapped
38. According to the passage, a female grasshopper
- A. has a difficult time going over obstacles
 - B. flies to its mate
 - C. has tiny wings
 - D. goes faster when it gets close to the sound
39. The word "amplified" in line 6 has a meaning that is most similar to which of the following
- A. simplified
 - B. hardened
 - C. activated
 - D. intensified
40. The word "scramble" in line 7 is most similar to the meaning of which of the following
- A. rush
 - B. amble
 - C. scream
 - D. wander
 - E.

Questions 46 – 50 refer to the following text

		KUNYIT ASAM	line
	Description:	This traditional beverage has the function of reducing body odour, refreshing, smoothing, and slimming our body.	1
	Ingredients:	1 kg turmeric 1 kg palm sugar 250 g black tamarind salt as much as needed 3 l of water	5
	Instructions:	Peel turmeric and wash it. Then, slice it. Use a grinder or blender to grind the sliced turmeric. Pour the ground turmeric into a deep pan and add the rest of the ingredients. Bring it to boil. Stir it occasionally. Once it is boiled strain the mixture. Let it cool off and serve it with some ice cubes.	10
		<i>Taken from: https://sites.google.com/site/tamanbahasaku/Home/latihan-soal-bahasa-inggris-procedure-text</i>	

41. The text tells us about
- how to make 'Kunyit Asam'
 - how to eat 'Kunyit Asam'
 - the characteristic of 'Kunyit Asam'
 - the equipment needed to make 'Kunyit Asam'
42. We have to... the turmeric before we wash it.
- grind
 - cut
 - grind peel
 - boil
43. The word "odour" in line 2 is closest in meaning to
- smell
 - taste
 - sensation
 - feeling
44. Then, slice it. The word "it" in line 11 refers to
- palm sugar
 - tamarind
 - turmeric
 - water
45. Once it is boiled strain the mixture. (line 13). The underlined word most nearly means
- pour the mixture with a sieve to separate the solid part from the liquid part
 - move substance around, using a spoon in order to mix it thoroughly
 - combine two or more substances, in a way that they cannot easily be separated
 - cut something easily with a sharp blade

APPENDIX D

LESSON PLANS

Course Grid for Cycle 1

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah – langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan dalam teks narrative, descriptive, dan news item	<ul style="list-style-type: none"> Students are able to identify the goal and the generic structure of a news item text Students are able to identify the topic and main idea of a news item text Students are able to identify the meaning of difficult words in the news item text Students are able to respond the meaning of a news item text 	News item text	<ul style="list-style-type: none"> Presenting the materials Making discussion groups Discussing some questions about the text. Doing the short presentation 	2x45	<ul style="list-style-type: none"> Worksheet Look ahead 1 An English Course for Senior High School Year X – Sudarwati, Th. M, dkk
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah – langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan dalam teks narrative, descriptive, dan news item	<ul style="list-style-type: none"> Students are able to identify the goal and the generic structure of a news item text Students are able to respond the meaning of a news item text 	News item text	<ul style="list-style-type: none"> Making reading group Discussing the material in group Sharing the idea in a short presentation 	2x45	<ul style="list-style-type: none"> Worksheet
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah – langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan dalam teks narrative, descriptive, dan news item	<ul style="list-style-type: none"> Students are able to respond the questions of news item texts 	News item text	<ul style="list-style-type: none"> Responding the detail information of a news item text correctly. 	2x45	<ul style="list-style-type: none"> Worksheet Surat kabar <i>The Jakarta Post</i>

item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan	sehari dan untuk mengakses pengetahuan dalam teks narrative, dan news item				
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Course Grid for Cycle 2

Competence Standard	Basic Competence	Indicator	Teaching Material	Teaching Activities	Time	Media / Teaching Sources
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah – langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses pengetahuan dalam teks narrative, descriptive, dan news item	<ul style="list-style-type: none"> Students are able to identify the goal and features of a descriptive text Students are able to know the supporting detail information from the text. 	Descriptive text about place	<ul style="list-style-type: none"> Think pairs to respond the questions of descriptive text Responding the detail information of a descriptive text correctly. 	2x45	<ul style="list-style-type: none"> Worksheet
11. Memahami makna teks fungsional pendek dan esei sederhana berbentuk narrative, descriptive, dan news item dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan	11.2 Merespon makna dan langkah – langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses pengetahuan dalam teks narrative, descriptive, dan news item	<ul style="list-style-type: none"> Students are able to identify the main idea of a text. Students are able to identify the supporting detail information of a text. 	Descriptive text	<ul style="list-style-type: none"> Discussing some questions about the text. Doing the short presentation Identifying the main idea of a text. 	2x45	<ul style="list-style-type: none"> Worksheet

LESSON PLAN

Subject	: English
School	: SMAN 1 Karanganom
Class/ semester	: X/ II
Skill	: Reading
Time allocation	: 2 x 45 minutes

A. Standard of Competence

11. To comprehend the meaning in a short written functional text in daily life context and to access science

B. Basic Competence

11.2 To respond the meaning and rhetorical steps in a simple short essay of news item text in daily life context and to access science accurately and fluently.

C. Indicators

1. Identifying the goal and the generic structure of a news item text
2. Identifying the topic and main idea of a news item text
3. Identifying the meaning of difficult words in the news item text
4. Identifying the detail information of a news item text
5. Responding the meaning of a news item text

D. Learning Objective

At the end of the lesson the students are able to respond the detail information of a descriptive text correctly.

E. Lesson Materials: News Item Text

1. Indonesians Stay Warm in Extreme European Cold
2. China Denies Island Dispute, Seeks Talks

F. Method: BKOF – MOT – JCOT - ICOT

G. Steps of Teaching and Learning

1. Opening (10')

- a. Greeting
- b. The teacher explains the purpose of this study.
- c. The teacher explains the characteristic and gives an example of a news item text.

2. Main Activity(70')

a. BKOF

- Students mention what a good news at the moment
- Students identify the feature of news item text

b. MOT

- The teacher explains the materials about the feature of a news item text.
- The teacher divides the class in several groups, each group consists of five students who have different academic ability, gender, and background
- The teacher asks the students to sit in their group.
- Each of group is given 3 minutes to choose the name of group. The teacher distributes students' activity sheet.
- When the students do the exercise, they must do by her/his self and then compare their work with her/his friend. If one of the students cannot do the exercise, the other member of group has a responsibility to explain it. The students can discuss in their group.
- The teacher pays attention to the students. It is because they must have to understand about the activity sheet, they do not only answer the questions, but they also discuss it in their group.
- The teacher reminds the students if they have a question, they must ask their friend in a group before they ask the teacher.
- While the students learn in their group, the teacher checks the situation of groups. The teacher asks the group member to work well, which the member sits on the group to listen, discuss about the lesson, etc.
- The teacher asks each group share their result in whole class.
- The groups do short presentation to present and give correction each other.

c. JCOT

- In groups, students identify language feature and text organization.
- In groups, students read news item text.
- Each group presents their work to the other group then discusses it with their group.

d. ICOT

- Students discuss about news item text.

3. Closing (10')

- a. The teacher asks the students about the conclusion of the materials that have been learned.
- b. The teacher ends the lesson.

4. Source and Media

- Source : contextual teaching and learning class X
- Media : students' worksheet

5. Evaluation

- a. Technique : written text/ essay
- b. Form : group test

Assessment rubric:

No.	Note	Score
1.	Each correct answer	1
2.	No answer/ wrong	0

News Item Material

Purpose : to inform readers, listeners, or viewers about events of the day which are considered newsworthy or important.

Text Organization:

- **Newsworthy events**
(gives events in a summary form)
- **Background event**
(elaborates what happened, explains what caused the incident)
- **Sources**
(comments given by participants, witnesses, authorities, and experts involved in the events)

Language Features:

- Information on the use of headlines
- The use of action verbs
(*e.g.: hit, attack, curb*)
- The use of saying verbs
(*e.g.: said, added, claimed*)
- The use of passive sentences
(*e.g.: Aceh was hit by a Tsunami in 2004*)
- The use of adverbs in passive sentences
(*e.g.: The victims were badly injured*)

A news item consists of three main parts:

1. **Newsworthy events** : gives events in a summary form
2. **Background event** : elaborate about what happened/ what caused the events
3. **Sources** : comments given by participants involved in the events

Lesson Materials: News Item Text**Student Worksheet**

Topic : Identify the main idea of a news item text.

Class : X

Group member:

- 1.
- 2.
- 3.
- 4.
- 5.

Instruction :

1. Learn the news item text features by discuss with your friends in a group.
2. Discuss with your friends about your difficulties in the learning of news item text. If your group can not answer, you may ask the teacher.
3. After complete your work, each group should present your result.

Complication:

Read the following text. Then, discuss the following worksheet in your group.

In group of five, read the news below. Find some surprising news and write it in the table.

Indonesians Stay Warm in Extreme European Cold

Extreme cold weather bashing countries across Europe has killed hundreds of Europeans as temperatures go as low as, for example, minus 36 Celsius in the Ukraine. Luckily, Indonesians living in European countries with extreme weather are reportedly fine.

"There are 55 Indonesian nationals in total across the Ukraine. But *Alhamdulillah* [Praise God] all of them are safe and sound. We continuously keep an eye on them," Indonesian Ambassador to Ukraine Nining Suningsih Rochadiat told *The Jakarta Post* on Monday.

She added that weather in Georgia and Armenia was not as extreme as that in the Ukraine and that there were no Indonesian nationals permanently living in the two other countries, to which she was also accredited.

The Ukrainian government said Sunday the country's death toll stood at 131, including many homeless people. About 2,300 other Ukrainians have sought treatment for frostbite or hypothermia.

In neighboring Russia, temperatures reportedly had been minus 27 Celsius at the lowest level, while it could have been minus 30 Celsius had the winter cycle this year been the same as that of last year.

"The winter cycle usually reaches its peak between December and January, but now temperatures gradually increase in February. Even Moscow is warmer than other regions," M. Aji Surya, who is in charge of information, social, cultural and educational affairs at the Indonesian Embassy in Moscow, told the *Post*.

"But *Insyah Allah* [God Willing], all of the 400 Indonesian nationals living in Russia, including 150 students, are all safe. There have been no complaints or reports [of fallen victims]. But we remain alert."

He said some 200 people – predominantly homeless – were admitted to hospitals for frostbite, but reportedly none had died.

Between 34 and 38 people had died from frostbite in Rumania and the number continues to increase.

"But none of them are Indonesians," head of the information, social and cultural affairs division at the Indonesian Embassy in Bucharest, Hadi Yunus, told the *Post*.

According to Hadi, there are 95 Indonesian nationals currently living in Rumania and two in Moldova.

In Rumania's capital of Bucharest, the temperature stands at minus 7 Celsius, but blizzards accompany the foul weather.

"Temperatures may drop to minus 19 Celsius [in Bucharest] and to minus 30 Celsius in mountainous areas over several days to come," Widya Airlangga, an information, social and cultural affairs division staff member at the Indonesian Embassy in Bucharest, told the *Post*.

"Victims are generally those who live in rural areas where heat is very limited and it is difficult for rescue teams to access."

In Poland, the death toll has risen to 62, following the nine people who died of hypothermia over the past 24 hours, The Associated Press reported on Monday. Bosnia used helicopters on Sunday to evacuate the sick and deliver food to thousands of people left stranded by its heaviest snowfall ever.

Source: (<http://www.thejakartapost.com/news/2012/02/06/indonesians-stay-warm-extreme-european-cold.html>)

No.	Surprising news
1.	The temperature in the Ukraine is minus 36 Celsius.
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

In group of five, discuss the following worksheet!

China Denies Island Dispute, Seeks Talks

BEIJING (AFP): China denied yesterday that any dispute existed between itself and Indonesia over the South China Sea's Natuna Island, but said it was willing to hold talks with Jakarta to settle demarcation.

There is no dispute between China and Indonesia on possession of the Natuna Islands,' said foreign ministry spokesman Chen Jian when asked about reports of growing concerns in Jakarta over Chinese interest in a gas-rich zone near the archipelago.

"We're willing to hold talks with the Indonesian side to settle demarcation of this area." Chen added, without elaborating. China is one of the six nations which claims all or part of the Spratly Island in the South China Sea and its interpretation of that claim includes part of the large Indonesian maritime zone of Natuna, between Borneo and the Malaysian Peninsula. United States oil giant Exxon signed a contract in November with the Indonesia state owned firm Pertamina to exploit a natural gas field, 250 kilometres northeast of Natuna, in a zone apparently claimed by China.

China has lodged no official protest over the deal. Indonesia has sent a diplomatic note to Beijing expressing its condemn the moment it found out that the latest Chinese official map showed Natuna as within dotted line of its boundary.

Source: (<http://najmimaaulana.wordpress.com/category/latihan-genre-jenis-teks/news-item/>)

No.	Questions	Respons
1	What is the text talking about?	
2	What are the Natuna Islands?	
3	... in the South China Sea and <u>its</u> interpretation of that claim.(paragraph 3).The underlined word refers to	
4	What is the main idea of paragraph 3?	
5	Indonesia has sent a diplomatic note to Beijing expressing its <u>concern</u> the moment ... (paragraph 3). The underlined word means	

LESSON PLAN

Subject : English
 School : SMAN 1 Karanganom
 Class/ semester : X/ II
 Skill : Reading
 Time allocation : 2 x 45 minutes

A. Standard of Competence

11. To comprehend the meaning in short written functional text in daily life context and to access science

B. Basic Competence

11.2 To respond the meaning and rhetorical steps in simple short essay of a news item text in daily life context and to access science accurately and fluently.

C. Indicators

1. Identifying the goal and the generic structure of a news item text
2. Identifying the topic and main idea of a news item text
3. Identifying the meaning of difficult words in the news item text
4. Identifying the detail information of a news item text
5. Responding the meaning of a news item text

D. Learning Objective

At the end of the lesson the students are able to respond the detail information of a descriptive text correctly.

E. Lesson Materials: News Item Text

1. Hot Spot Drop to Six After Rain
2. Bali's 'Subak' farms to be Named UNESCO World Heritage Site

F. Method: BKOF – MOT – JCOT - ICOT

G. Steps of Teaching and Learning

1. Opening (10')

- d. Greeting
- e. The teacher explains the purpose of this study.
- f. The teacher explains the characteristic and gives an example of a news item text.

2. Main Activity (70')

a. BKOF

- Students mention what a good news at the moment
- Students identify the feature of news item text

b. MOT

- The teacher explains the materials about the feature of a news item text.

- The teacher asks students to join in their group again.
- The teacher asks the students to sit in their group.
- The teacher distributes students' activity sheet.
- When the students do the exercise, they must do by her/his self and then compare their work with her/his friend. If one of the students cannot do the exercise, the other member of group has a responsibility to explain it. The students can discuss in their group.
- The teacher pays attention to the students. It is because they must have to understand about the activity sheet, they do not only answer the questions, but they also discuss it in their group.
- The teacher reminds the students if they have a question, they must ask their friend in a group before they ask the teacher.
- While the students learn in their group, the teacher checks the situation of groups. The teacher asks the group member to work well, which the member sits on the group to listen, discuss about the lesson, etc.
- The teacher asks each group share their result in whole class.
- The groups do short presentation to present and give correction each other.

c. JCOT

- In groups, students read news item text.
- Each group presents their work to the other group then discusses it with their group.

d. ICOT

- Students discuss about news item text.

3.Closing (10')

- a. The teacher asks the students about the conclusion of the materials that have been learned.
- b. The teacher ends the lesson.

H.Source and Media

- Source : contextual teaching and learning class X
- Media : students' worksheet

I.Evaluation

- c. Technique : written text/ essay
- d. Form : group test.

Assessment rubric:

No.	Note	Score
1.	Each correct answer	1
2.	No answer/ wrong	0

Lesson Materials: News Item Text

Student Worksheet

Topic : Identify the main idea of a news item text.

Class : X

Group member:

- 1.
- 2.
- 3.
- 4.
- 5.

Instruction :

1. Learn the news item text features by discuss with your friends in a group.
2. Discuss with your friends about your difficulties in the learning of news item text. If your group can not answer, you may ask the teacher.
3. After complete your work, each group should present your result.

Complication:

Work in group of five. Arrange the news below by matching the sentences in column A and B. Then, decide which one is a newsworthy event, background event, and source.

HOT SPOT DROP TO SIX AFTER RAIN

A	B
1. Recent heavy rain in Bengkulu province has reduced	Which fell during the dry season this year, was unexpected.
2. “ the rain here over the last few days is due to the change in climate in South Asian countries that has caused	The number of fires in the province to six spots from 21 in June.
3. Soegito, the head of Bengkulu forestry office, said on Saturday that the rain	Flooding in, for example, Benggala, India. The change in climate in India has also affected Bengkulu’s climate,” said Soegito.

Taken from : (Jakarta Post, 2004)

Newsworthy event: _____

Background event: _____

Source : _____

In group of five, discuss and identify the text organization. Then, answer the questions.

Bali's 'Subak' farms to be Named UNESCO World Heritage Site

Ni Komang Erviani, THE JAKARTA POST/Bali Daily, Denpasar | Tue, 05/22/2012 8:00 AM

The traditional Subak farming and irrigation system of Bali will be recognized by UNESCO on its list of World Heritage Sites, an official says. UNESCO's decision to include Subak on its list of items of cultural or natural importance to the common heritage of humanity is expected to be formalized at the organization's next meeting in Saint Petersburg, Russia, in June, according to a statement released by Deputy Education and Culture Minister for Culture Wiendu Nuryanti.

Bali Culture Agency head I Ketut Suastika said on Sunday that he received the information from a senior official of the Education and Culture Ministry on Sunday. "It really surprised us. We feel proud". Meanwhile, the secretary of the provincial team for UNESCO World Heritage Sites, I Wayan Windia, was equally enthusiastic. "We feel very happy about the progress, as we have been waiting for acknowledgment for over 12 years. We hope it will be fixed in June without any problems."

Four sites were proposed by the Indonesian government for inclusion on UNESCO's list of World Heritage Sites: the Batukaru mountain reserve in Tabanan, the Pakerisan watershed in Gianyar, the Taman Ayun royal palace in Badung and Lake Batur in Bangli. Batukaru boasts a well-protected forest and mountain revered as one of the six Kahyangan Jagat (world temples) by Balinese Hindus. The best realization of Subak are the vast and well-kept terraced rice fields of Jatiluwih village.

The chairman of the Indonesian Tourism Industry Association's (GIPI) Bali chapter, Ida Bagus Ngurah Wijaya said that UNESCO's acknowledgement of Subak farming would be a boon for the local tourism industry and help preserve the practice as a central pillar of Balinese culture. "It will drive Bali's image as a cultural tourism destination in the world. Many tourists will come to the area to see the tradition," Wijaya said.

Separately, Nyoman Sugita, a member of Subak Gunung Sari, a local farmers' group, said he was pleased. "We are really excited by this acknowledgment. Hopefully, it will make our village famous throughout the world." However, Sugita demanded that the government pay more attention to the plight of farmers. "We hope that the government can make a regulation that gives more economic benefits to the farmers, instead of only attracting more tourists, where the benefit is only enjoyed by investors or the local government."

I Wayan Windia said that UNESCO's decision should prompt the government to preserve the tradition by aiding farmers. "The government should issue a concrete policy to empower farmers," Windia said. Wijaya echoed Windia's remarks, "We're ready to help empower the farmers. They could develop ecotourism in their village. The tourism industry could also buy their products. We're ready to mediate."

Subak has been threatened by the rapidly growing tourism industry in Bali. More than 1,000 hectares of rice paddies are converted into housing and tourist facilities every year, as tourism has pushed aside the once-powerful agriculture sector.

Source: <http://www.thejakartapost.com/news/2012/05/22/bali-s-subak-farms-be-named-unesco-world-heritage-site.html>

Newsworthy event: _____

Background event: _____

Source: _____

Find out:

No.	Questions	Responses
1.	What is the text talking about?	
2.	Why <i>Subak</i> dedicates on list of UNESCO World Heritage Site?	
3.	What is the main idea of paragraph 3?	
4.	What should the government do to make Subak Gunung Sari famous?	
5.	What is <i>Subak</i> in Bali?	

LESSON PLAN

Subject : English
 School : SMAN 1 Karanganom
 Class/ semester : X/ II
 Skill : Reading

A. Standard of Competence

11. To comprehend the meaning in short written functional text in daily life context and to access science

B. Basic Competence

11.2 To respond the meaning and rhetorical steps in simple short essay of a news item text in daily life context and to access science accurately and fluently.

C. Indicators

- Responding the questions of a news item text

D. Learning Objective

At the end of the lesson the students are able to respond the detail information of a news item text correctly.

E. Lesson Materials: News Item Text

1. Bush, Clinton to Visit Tsunami Areas
2. Supervisor

F. Steps of Teaching and Learning

1. Opening (10')

- a. Greeting
- b. The teacher explains the rule of this study.

2. Main Activity (50')

a. BKOF

- Students respond the questions of news item text

b. MOT

- The teacher gives attention to students that they will do individual quiz
- The teacher distributes students' activity sheet.
- When the students do the individual quiz, they must do by her/his self. The students cannot discuss in their friends or group.
- The teacher pays attention and gives a warning not to open the dictionary to the students.

c. JCOT

- Students read and respond news item text.

d. ICOT

- Students do worksheet of a news item text individually.

3.Closing (20')

- The teacher asks the students about the conclusion of the materials that have been learned.
- The teacher ends the lesson.

G.Source and Media

- Source : contextual teaching and learning class X
- Media : students' worksheet

H. Evaluation

- e. Technique : written text/ essay
- f. Form : individual test.

Assessment rubric:

No.	Note	Score
1.	Each correct answer	1
2.	No answer/ wrong	0

Student Worksheet**Read the text and answer the following question!****Bush, Clinton to Visit Tsunami Areas**

WASHINGTON: Former US presidents Bill Clinton and George Bush – the current president’s father – will visit tsunami – affected countries of South and Southeast Asia later this month, White House Speaker announced Friday.

Clinton and Bush, whom president George Walker Bush last month put in charge of efforts to raise private US aid for nations devastated by December’s Indian Ocean tsunamis, will lead a presidential delegation to Indonesia, Sri Lanka, Thailand and the Maldives, the White House said in a statement.

They will visit region from February 19 – 21, the statement added.

Clinton and Bush regularly appear on television advertisements requesting donations for the hundred of thousands made homeless by the earthquake – triggered tsunamis.

(Taken from the Jakarta Post, Saturday Feb, 5, 2005)

1. From what newspaper the news is read?
 - A. the Jawa Pos
 - B. the Indonesian Times
 - C. the Washington Post
 - D. the Jakarta Post
 - E. the Strait Times
2. How long will they visit the region?
 - A. two days
 - B. three days
 - C. four days
 - D. five days
 - E. a week
3. What did Mr. Clinton and Mr. Bush do to raise the donation for tsunami victims?
 - A. Appear on television advertisements requesting help
 - B. Appear on television advertisements requesting homeless people to build their house
 - C. Appear on television advertisements requesting the government of Indonesia to help the victims
 - D. Appear on television advertisements requesting White House to help the victims
 - E. Appear on television advertisements requesting donations

4. From what sources did the journalist of the newspaper take the news?
- A. Bill Clinton
 - B. George Bush
 - C. White House speaker
 - D. Indonesia government
 - E. Sri Lanka government
5. What countries will they visit?
- A. Indonesia, Sri Lanka, Thailand, Maldives, and White House
 - B. Indonesia, Sri Lanka, Maldives, and White House
 - C. Indonesia, Thailand, Maldives, and the White House
 - D. Indonesia, Sri Lanka, Thailand, and the Maldives
 - E. Indonesia, Sri Lanka, Thailand, and White House

Supervisor

SINGAPORE: A supervisor was jailed for two months for repeatedly striking his Indonesian maid on the head and back with a television remote.

Muhammad Shafiq Woon Abdullah was brought to court in Singapore because he had physically hurt the woman on several occasions between June and October 2002, the Straits Time said.

The magistrate's court heard that Shafiq, 31, began striking Winarti, 22, about a month after she started working for him.

He hit her on the head with the TV sets remote control because he was unhappy with her work. On the occasion, he punched her on the back after accusing her of daydreaming.

S.S. Dhillon, Shafiq's lawyer, said that his client had become mad when he saw his daughter's face covered as she was lying in bed. He said his client thought the maid had put the child in danger.

Source: (<http://najmimaaulana.wordpress.com/category/latihan-genre-jenis-teks/news-item/>)

6. The text reported
- A. the arrest of a supervisor
 - B. the working condition in Singapore
 - C. a crime by a Singaporean supervisor towards his maid
 - D. an Indonesian worker in Singapore
 - E. the Indonesian workers' condition in Singapore

7. Which one of the following statements is TRUE according to the text?
- A. A supervisor was put in jail for two years
 - B. The supervisor gave many kinds of jobs to the maid
 - C. The maid has been working for him for two months
 - D. Winarti struck the supervisor with a remote control
 - E. The supervisor hit his maid's head with the TV set's remote control
8. "... he had physically the hurt woman..."(Paragraph 2).
The underlined word is close in meaning to
- A. cut
 - B. injured
 - C. offended
 - D. punished
 - E. damaged
9. Why did Shafiq punch Winarti on her back? She was accused of
- A. talking much time for herself
 - B. not working properly
 - C. working carelessly
 - D. daydreaming
 - E. being lazy
10. He punched her on the back after accusing her of daydreaming. (paragraph 4).
The synonym of the underlined word is
- A. hit
 - B. shoot
 - C. care
 - D. touch
 - E. advice

LESSON PLAN

Subject	: English
School	: SMAN 1 Karanganom
Class/ semester	: X/ II
Skill	: Reading
Time allocation	: 2 x 45 minutes

a. Standard of Competence

5. To comprehend the meaning in a short written functional text in daily life context and to access science

b. Basic Competence

5.2 To respond the meaning and rhetorical steps in a simple short essay of descriptive text in daily life context and to access science accurately and fluently.

c. Indicators

- Identifying the goal and the generic structure of a descriptive text
- Identifying the topic and main idea of a descriptive text
- Identifying the meaning of difficult words in the descriptive text
- Identifying the detail information of a descriptive text
- Responding the meaning of a descriptive text

d. Learning Objective

At the end of the lesson the students are able to respond the detail information of a descriptive text correctly.

e. Lesson Materials: Descriptive Text

- One Day City Tour of Sawahlunto
- Prambanan Temple
- Indonesia

f. Method: BKOF – MOT – JCOT - ICOT

g. Steps of Teaching and Learning

1. Opening (10')

- Greeting
- The teacher explains the purpose of this study.
- The teacher explains the characteristic and gives an example of a descriptive text.

1. Main Activity(70')

a. BKOF

- Students mention their favorite tourism place
- Students identify the feature of a descriptive text
- Students look at a tourism place

- Students give some comments to the picture

b. MOT

- Students and the teacher discuss the relationship between the picture and the descriptive text.
- The teacher explains the materials about the feature of a descriptive text.
- The teacher divides the class in several groups, each group consists of five students who have different academic ability, gender, and background
- The teacher asks the students to sit in their group.
- Each of group is given 3 minutes to choose the name of group. The teacher distributes students' activity sheet.
- When the students do the exercise, they must do by her/his self and then compare their work with her/his friend. If one of the students cannot do the exercise, the other member of group has a responsibility to explain it. The students can discuss in their group.
- The teacher pays attention to the students. It is because they must have to understand about the activity sheet, they do not only answer the questions, but they also discuss it in their group.
- The teacher reminds the students if they have a question, they must ask their friend in a group before they ask the teacher.
- While the students learn in their group, the teacher checks the situation of groups. The teacher asks the group member to work well, which the member sits on the group to listen, discuss about the lesson, etc.

c. JCOT

- 2) In groups, students identify language feature and text organization.
- 3) In groups, students read a descriptive text.
- 4) Each group presents their work to the other group then discusses it with their group.

d. ICOT

Students read a descriptive text about their favorite tourism place.

3.Closing (10')

- The teacher gives a quiz to the students. This is to show everything that students get mark during learn in group. The quiz result used to individual development score and contributed in a group development score.

- The teacher accumulates the group score and individual development score and then gives reward to the group which has the best score. The reward based on average of individual development score and group development score.
- The teacher asks the students about the conclusion of the materials that have been learned.
- The teacher ends the lesson.

h.Source and Media

- Source : contextual teaching and learning class X
- Media : students' worksheet

i.Evaluation

- g. Technique : written text/ essay
- h. Form : individual and group test.

Assessment rubric:

No.	Note	Score
1.	Each correct answer	1
2.	No answer/ wrong	0

Klaten, May 2012

Teacher

Researcher

Endang Kusnowati, S.Pd.

Ayuk Wahyuningsih

Lesson Materials: Descriptive Text**Student Worksheet**

Topic : Identify the main idea of a descriptive text.

Class : X

Group member:

- 1.
- 2.

Instruction :

1. Learn the descriptive text features by discuss with your friends in a group.
2. Discuss with your friends about your difficulties in the learning of a descriptive text. If your group can not answer, you may ask the teacher.
3. Each group should present its result.

Complication:

Read the following text. Then, discuss the following worksheet in your group.

In group pairs, discuss the following worksheet!

ONE DAY CITY TOUR OF SAWAHLUNTO

Sawahlunto is about 94 km from Padang, 38 km from Batu Sangkar or 137 km from Bukit Tinggi. If you want to go to Sawahlunto, you can start from any of these three places and take a bus, a taxi or join a trip arranged by a travel agency. If you start from Padang, you can get to Sawahlunto in two hours.

If you take a bus from Padang, you will have to pay Rp8.0000. A taxi will cost you Rp. 200.000. If you join a trip, you will have to pay the travel agency Rp 20.000. At present, The Tourism, Art, and Culture office of Sawahlunto municipality prepares a tourist package called “One day City Tour of Sawahlunto”. If you take this package, you will be taken around the town on a tourist train, locally known as dressing, or a tourist bus.

A tourist train is available every day at Sawahlunto station. It starts at 10.00 a.m. and will take you to Muara Kalaban station, which is about 5 km away. This tourist train can accommodate a maximum of 12 passengers and the return fare is Rp. 75.000. On the way, you can see the tower of the old electric power plant and will be plunged into darkness as you enter the 900-meter-long tunnel.

If you wish to travel by bus, you can charter a tourist bus. It is big enough for 25 people and the charter fee is Rp.250.000 The bus will take you around the old town, visit the living museum, the former open mining pit, and the location of Ombilin Mines Training College (OMTC) and the grave of Prof M.Yamin in Talawi.

When you visit OMTC, you will get information about mining activities through a simulation system of underground mining. You can also visit the geological museum and a coal mining laboratory. At the end of your tour, you can buy local handicrafts as souvenirs.

Taken from: <http://samsulbancin.blogspot.com/2011/10/descriptive-text.html>

No.	Questions	Responses
1.	What is the text talking about?	
2.	What is the purpose of the text?	
3.	What is the main idea of paragraph three?	
4.	How many tourists area on the text above? What are they?	
5.	What is the best travel agency in Sawahlunto? Why?	

In group of five, discuss the following worksheet!

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta.

The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47m high central building inside a large complex of individual temples.

It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Not long after its construction, the temple was abandoned and began to deteriorate. Reconstruction of the compound began in 1918. The main building was completed in around 1953. Much of the original stonework has been stolen and reused at remote construction sites. A temple will only be rebuilt if at least 75% of the original stones are available, and therefore only the foundation walls of most of the smaller shrines are now visible and with no plans for their reconstruction.

The temple was damaged during the earthquake in Java in 2006. Early photos suggest that although the complex appears to be structurally intact, damage is significant. Large pieces of debris, including carvings, were scattered over the ground. The temple has been closed to the public until damage can be fully assessed. The head of Yogyakarta Archaeological Conservation Agency stated that: "it will take months to identify the precise damage". However, some weeks later in 2006 the site re-opened for visitors. The immediate surroundings of the Hindu temples remain off-limits for safety reasons.

Taken from: <http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/>

No.	Questions	Responses
1.	What is the text talking about?	
2.	When was Prambanan temple built?	
3.	What makes Prambanan temple so well-known?	
4.	What specific parts does Prambanan temple have?	
5.	What is the main idea of paragraph four?	
6.	What is the suitable title to the text above?	

In group of five, discuss the following worksheet!

Complete the blanks with the suitable words in the box.

Indonesia is the place where I can stand and live. It is a country in Southeast Asia and Oceania. Indonesia, as I know it well, is an _____ (1) comprising at around 17,000 islands. It has 33 provinces with over 230 million people, including myself and is the world's fourth most populous _____ country.

I stand for years here, wasting my time to work hard for its beauty. This _____ (2) is too much perfect to live in, especially the nation's capital city, Jakarta, _____ (3) in which I fall _____ in _____ love.

The country shares land borders with Papua New Guinea, East Timor, and Malaysia; but no borders of my heart with Indonesia at all. All people know that other _____ (4) countries of Indonesia are Singapore, Philippines, Australia, and the Indian territory of the Andaman and Nicobar Islands. All of them are only neighbors which do not really love it as well _____ as _____ I _____ do.

With its _____ (5), Indonesia gives me many friends from distinct ethnic, linguistic, and religious groups. The Javanese are _____ (6) - and the politically dominant- ethnic group. Due to Nationalism, I and my friends will always get together for sharing _____ (7) defined by a national language, ethnic diversity, religious pluralism, within a majority Muslim population.

I will hold this country with the real spirit and power with its _____ (8), "**Bhinneka Tunggal Ika**" ("Unity in Diversity" literally, "many, yet one"), articulates the diversity that shapes the country.

Despite its large population and densely populated regions, Indonesia has _____ (9) of wilderness that support the world's second highest level of biodiversity. The country is richly endowed with natural resources, yet poverty remains _____ (10).

(Taken from: <http://www.englishindo.com/2012/02/description-of-indonesia-text-example.html>)

- | | |
|------------------|---------------|
| - national motto | - islands |
| - identity | - vast areas |
| - widespread | - country |
| - archipelago | - the city |
| - neighboring | - the largest |

LESSON PLAN

Subject	: English
School	: SMAN 1 Karanganom
Class/ semester	: X/ II
Skill	: Reading
Time allocation	: 2 x 45 minutes

A. Standard of Competence

11. to comprehend the meaning in a short written functional text in daily life context and to access science

B. Basic Competence

11.2 to respond the meaning and rhetorical steps in a simple short essay of descriptive text in daily life context and to access science accurately and fluently.

C. Indicators

- ✓ Identifying the goal and the generic structure of a descriptive text
- ✓ Identifying the topic and main idea of a descriptive text
- ✓ Identifying the meaning of difficult words in the descriptive text
- ✓ Identifying the detail information of a descriptive text
- ✓ Responding to the meaning of a descriptive text

D. Learning Objective

At the end of the lesson the students are able to respond the detail information of a descriptive text correctly.

E. Lesson Materials: Descriptive Text

- ✓ The Moon
- ✓ The Amazing Taj Mahal in India
- ✓ Giraffe

F. Method: *Cooperative Learning- STAD*

G. Steps of Teaching and Learning

➤ Opening (10')

- Greeting
- The teacher explains the purpose of this study.
- The teacher explains the characteristic and gives an example of a descriptive text.

➤ Main Activity(70')

• BKOF

- The teacher showed an example of a descriptive text
- The teacher explains the materials about the feature of a descriptive text

• MOT

- The teacher asks the students to make pairs then sit in their group.

- Each of group is given 3 minutes to choose the name of group. The teacher distributes students' activity sheet.
- When the students do the exercise, they must do by her/his self and then compare their work with her/his friend. If one of the students cannot do the exercise, the partner has a responsibility to explain it. The students can discuss in their group.
- The teacher ask students to share their responses in whole class
- The teacher pays attention to the students. It is because they must have to understand about the activity sheet, they do not only answer the questions, but they also discuss it in their group.
- The teacher asks students to join again in their group before, and gives them worksheet to discuss by them.
- The teacher reminds the students if they have a question, they must ask their friend in a group before they ask the teacher.
- While the students learn in their group, the teacher checks the situation of groups. The teacher asks the group member to work well, which the member sits on the group to listen, discuss about the lesson, etc.

- **JCOT**

- In groups, students identify language feature and text organization.
- In groups, students read a descriptive text.
- Each group presents their work to the other group.

- **ICOT**

- Students read and identify the feature of a descriptive text.

➤ **Closing (10')**

- The teacher gives a quiz to the students.
- The teacher asks the students about the conclusion of the materials that have been learned.
- The teacher ends the lesson.

H. Source and Media

- Source : contextual teaching and learning class X
- Media : students worksheet

I. Evaluation

- i. Technique : written text/ essay
- j. Form : individual and group test.

Assessment rubric:

No.	Note	Score
1.	Each correct answer	1
2.	No answer/ wrong	0

Lesson Materials: Descriptive Text

Student Worksheet

Topic : Identify the main idea of a descriptive text.

Class : X

Group member:

- 1.
- 2.
- 3.
- 4.
- 5.

Instruction :

1. Learn the descriptive text features by discussing with your friends in a group.
2. Discuss with your friends about your difficulties in learning of a descriptive text. If your group can not answer, you may ask the teacher.
3. After did your work, each group should present its result.

Complication:

Read the following text. Then, discuss the following worksheet in your group.

In group of five, discuss the following worksheet!

Moon is the earth's satellite which we often see in the night. The Moon is the one place in our solar system where humans have visited. For the first time on July 20, 1969, astronauts Neil Armstrong and Edwin Aldrin landed the Lunar Module of Apollo 11 on the surface of the Moon. Neil Armstrong was the first man to walk on the Moon. However do you know what descriptive facts about the Moon are?

The moon rises in the east and sets in the west. It moves toward the east in our sky by about 12 degrees each day. The Moon is about 384,400 kilometers from Earth. The Moon has a diameter of 2,000 miles which is like to 3,476 kilometers.

The surface of the Moon has many things, such as craters, lava plains, mountains, and valleys. Scientists believe the craters were formed around 3.5 to 4.5 billion years ago by meteors hitting the moon's surface. The Moon does not have atmosphere, wind and weather that is why the footprints left there on the Moon by the Apollo astronauts will remain there for millions of years.

The Moon is not a light source. It means that Moon does not make its own light. It reflects light from the sun. All of us can see the Moon especially in the night because light from the Sun bounces off it back to the Earth. If the Sun wasn't there, we can not see the Moon.

The moon influences many of the tides in the oceans. This is because of the gravity force between the Earth and Moon. At full Moon and new Moon, the Sun, Earth and Moon are lined up, producing the higher than normal tides. When the Moon is at first or last quarter, it forms smaller neap tides.

*Source: <http://understandingtext.blogspot.com/2010/02/descriptive-facts-about-moon.html>
example-and.html*

No.	Questions	Responses
1.	What is the text talking about?	
2.	Who is the first man that walked on the Moon?	
3.	How far the diameter of the Moon?	
4.	“The moon <u>rises</u> in the east...” (line 7). The similar meaning of the underlined word is...	
5.	Why does the Moon not make its own light?	
6.	What are the influences of lunar eclipse?	

Read the text and answer the following question!

THE AMAZING TAJ MAHAL IN INDIA

Taj Mahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of self-replicating geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna River.

Source: www.islamicity.com/culture/Taj/default.htm

No.	Questions	Responses
1.	What is the text talking about?	
2.	Taj Mahal is a Mausoleum that houses the <u>grave</u> of Queen Mumtaz Mahal. (Line 3). The underlined word means	
3.	What is the characteristic of Taj Mahal?	
4.	The main idea of paragraph three is	

Read the text and answer the following question!
(Do it individually in your group)

Giraffes

Giraffes are one of the world's tallest mammals. They are well known for their long necks, long legs, and spotted patterns. Giraffes have small "horns" or knobs on top of their heads that grow to be about five inches long. These knobs are used to protect the head in fights.

Male giraffes are larger than females. Males weigh between 2,400 and 3,000 pounds and stand up to 19 feet tall! Female giraffes weigh between 1,600 and 2,600 pounds and grow to be 16 feet tall. Giraffe populations are relatively stable. Healthy giraffes live about 25 years in the wild.

Giraffes can be found in central, eastern and southern Africa. Giraffes live in the savannas of Africa, where they roam freely among the tall trees, arid land, dense forests and open plains. Their long necks help giraffes eat leaves from tall trees, typically acacia trees. If they need to, giraffes can go for several days without water. Instead of drinking, giraffes stay hydrated by the moisture from leaves.

Giraffes are non-territorial, social animals. They travel in large herds that are not organized in any way. Herds may consist of any combination of sexes or ages.

Female giraffes typically give birth to one calf after a fifteen-month gestation period. During the first week of its life, the mother carefully guards her calf. Young giraffes are very vulnerable and cannot defend themselves. While mothers feed, the young are kept in small nursery groups.

Giraffes are hunted for their meat, coat and tails. The tail is prized for good luck bracelets, fly whisks and string for sewing beads. The coat is used for shield coverings. Habitat destruction and fragmentation are also threats to giraffe populations.

Taken from: <http://www.belajarbahasainggris.us/2012/03/5-contoh-teks-descriptive-binatang.html>

Giraffes are the animal _____

APPENDIX E

PRE-TEST AND POST-TEST SCORES

DAFTAR NILAI PRE-TEST DAN POST-TEST

No.	Nomor Induk Siswa	Pre- Test	Post-Test
1	13931	58	78
2	13932	64	76
3	13933	68	68
4	13934	60	64
5	13935	54	62
6	13936	72	78
7	13937	60	72
8	13938	58	62
9	13939	58	68
10	13940	54	66
11	13941	46	58
12	13942	56	76
13	13943	62	66
14	13944	60	66
15	13945	52	74
16	13946	70	76
17	13947	60	56
18	13948	66	74
19	13949	56	56
20	13950	52	78
21	13951	50	76
22	13952	58	74
23	13953	60	70
24	13954	62	76
25	13955	58	58
26	13956	56	82
27	13957	68	78
28	13958	62	78
29	13959	46	66
30	13960	52	74
31	13961	52	64
32	13962	70	68
33	13963	54	78
34	13964	54	76
35	13965	54	72
36	13966	68	72
37	13967	50	84
38	13968	46	82
39	13969	68	76
40	13970	62	66
	Nilai Rata-rata	58.4	71.7

APPENDIX F

THE TABLE

Table. 3. Group Based on Student Achievement

Students Capability	Student Number	No.	Gender	Students' Achievement	Group
HIGH	13957	1.	F	1	A
	13958	2.	F	2	B
	13967	3.	F	3	C
	13946	4.	M	4	D
	13948	5.	F	5	E
	13932	6.	M	6	F
	13966	7.	F	7	G
	13944	8.	M	8	H
MEDIATE	13939	9.	M	9	A
	13961	10.	M	10	B
	13937	11.	M	11	C
	13936	12	M	12	D
	13940	13	M	13	E
	13934	14	F	14	F
	13941	15	M	15	G
	13950	16	F	16	H
	13955	17	F	17	H
	13963	18	F	34	G
	13942	19	F	19	F
	13943	20	F	20	E
	13969	21	F	21	D
	13970	22	F	22	C
	13938	23	F	23	B
	13951	24	M	24	A
	13931	25	F	25	A
	13949	26	F	26	B
	13947	27	F	27	C
	13956	28	F	28	D
	13945	29	M	29	E
	13954	30	F	35	F
	13964	31	F	31	G
	13952	32	F	32	H
LOW	13962	33	M	33	H
	13953	34	F	34	G
	13965	35	F	35	F
	13935	36	F	36	E
	13968	37	F	37	D
	13959	38	M	38	C
	13960	39	F	39	B
	13933	40	F	40	A

APPENDIX G

THE RESEARCH PERMIT



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id//>

FRM/FBS/33-01
10 Jan 2011

Nomor : 939/UN.34.12/PP/VII/2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

23 Juli 2012

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

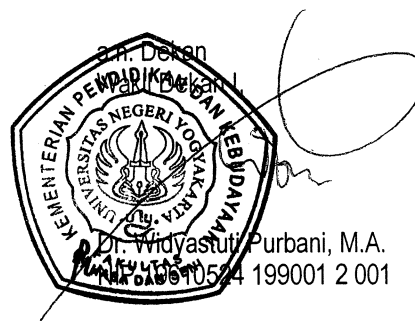
Improving Students' Reading Comprehension through Students Teams Achivement Division (STAD) at SMAN 1 Karanganom, Klaten in the Akademik Year of 2011/2012

Mahasiswa dimaksud adalah :

Nama : AYUK WAHYUNINGSIH
NIM : 05202244208
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Juli – September 2012
Lokasi Penelitian : SMAN 1 Karanganom, Klaten

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



Tembusan:
Kepala SMAN 1 Karanganom, Klaten



PEMERINTAH PROVINSI DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH

Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

Yogyakarta, 27 Juli 2012

Nomor : 070/6952/V/07/2012

Perihal : Ijin Penelitian

Kepada Yth.
Gubernur Prov. Jawa Tengah
Cq. Bakesbangpol dan Linmas
di -
Tempat

Menunjuk Surat :

Dari : Dekan Fak. Bahasa & Seni UNY
Nomor : 939/UN.34.12/PP/VII/2012
Tanggal : 23 Juli 2012
Perihal : Ijin Penelitian

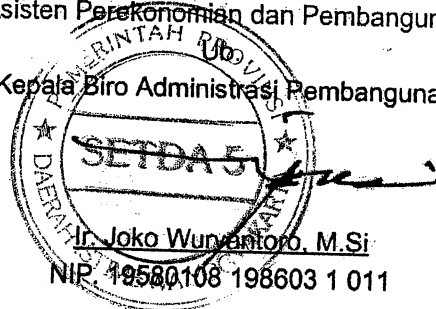
Setelah mempelajari proposal/desain riset/usulan penelitian yang diajukan, maka dapat diberikan surat keterangan untuk melaksanakan penelitian kepada

Nama : AYUK WAHYUNINGSIH
NIM / NIP : 05202244208
Alamat : Karangmalang Yogyakarta
Judul : IMPROVING STUDENTS' READING COMPREHENSION THROUGH STUDENTS TEAMS
ACHIVEMENT DIVISION (STAD) AT SMA 1 KARANGANOM KLATEN IN THE
ACADEMIK YEAR OF 2011/2012
Lokasi : SMAN 1 KARANGANOM KLATEN Kec. KARANGANOM, Kota/Kab. KLATEN Prov. JAWA
TENGAH
Waktu : Mulai Tanggal 27 Juli 2012 s/d 27 Oktober 2012

Peneliti berkewajiban menghormati dan menaati peraturan dan tata tertib yang berlaku di wilayah penelitian.

Kemudian harap menjadi maklum

A.n Sekretaris Daerah
Asisten Perencanaan dan Pembangunan
Kepala Biro Administrasi Pembangunan



embusan :

- . Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan);
- . Dekan Fak. Bahasa & Seni UNY
- . Yang bersangkutan

Ir. Joko Wuryantoro, M.Si
NIP. 19580108 198603 1 011



PEMERINTAH KABUPATEN KLATEN
BADAN PERENCANAAN PEMBANGUNAN DAERAH
(BAPPEDA)

Jln Pemuda No. 294 Gedung Pemda II Lt. 2 Telp. (0272)321046 Psw 314-318 Faks 328730
KLATEN 5742

Nomor : 072/793/VIII/09
Lampiran : -
Perihal : Permohonan Ijin Penelitian

Klaten, 9 Agustus 2012
Kepada Yth.
Ka.SMA N 1 Karangnom
Di-

KLATEN

Menunjuk Surat dari SekDa Prov. DIY Nomor: 070/6952/V/07/2012 Tanggal 27 Juli 2012 Permohonan Ijin Penelitian, dengan hormat kami beritahukan bahwa di Wilayah Saudara akan dilaksanakan Penelitian:

Nama : Ayuk Wahyuningsih
Alamat : Karangmalang Yogyakarta
Pekerjaan : Mahasiswa Fak. Bahasa Dan Seni UNY
Penanggungjawab : Dr. Widyastuti Purbani, M.A
Judul/ topik : Improving Students Reading Comprehension Through Students Teams Achivement Division (STAD) at SMA 1 Karangnom Klaten in the Akademik Year Of 2011/2012
Jangka Waktu : 1 Bulan (1 Mei - 28 Mei 2012)
Catatan : *Menyerahkan Hasil Penelitian berupa hard copy dan soft copy ke Bidang PEPP/ Litbang BAPPEDA Kabupaten Klaten*

Besar harapan kami, agar Saudara berkenan memberikan bantuan seperlunya.

An. BUPATI KLATEN
Kepala BAPPEDA Kabupaten Klaten
Dj. Sekretaris



Hari Budiono, SH
Pembina Tingkat I
NIK 19611008 198812 1 001

Tembusan disampaikan Kepada Yth :

1. Ka.Kantor Kesbangpol Kab.Klaten
2. Ka.Dinas Pendidikan Kab.Klaten
3. Dekan Fak. Bahasa Dan Seni UNY
4. Yang bersangkutan
5. Arsip